

The Silent Worker

THE NATIONAL MAGAZINE FOR ALL THE DEAF

The Deaf...

IN LITERATURE and ART

IN INDUSTRY

EDUCATION

RELIGION

RECREATION

SPORTS

AS AUTO DRIVERS

THEIR ASSOCIATIONS

**THE STATUS
OF THE
DEAF IN AMERICA
YESTERDAY
TODAY
TOMORROW**

SPECIAL ISSUE

50c Per Copy

OCTOBER, 1954

The Editor's Page

Special Number

This number of THE SILENT WORKER is a special number, which the editors have been planning for almost a year. In this number it was the hope of the editors to gather together, insofar as space would permit, as much information as possible setting forth the true status of the deaf, not only as of today, but as compared with that of the beginning of the century. We have endeavored, also, to take a look into the future.

While countless articles have been written on practically all aspects of the deaf, there is still very little material readily available. There are few books on the deaf, and the only one attempting to cover the entire field is *Deafness and the Deaf in the United States*, written by Dr. Harry Best and published in 1943. About the only complete files of periodicals are those of the "American Annals of the Deaf" and "The Volta Review," both of which are confined mostly to the sphere of education of the deaf, the latter limiting itself to the oral method in education. Bound volumes of THE SILENT WORKER also are accessible. This special number of THE SILENT WORKER presents material on almost everything pertinent to the lives of the deaf—educational, economical, religious, literary, athletic, and recreational. It can be used for reference material by anyone studying the deaf.

Authors of the articles in this issue are considered outstanding authorities on the subjects they have treated, and THE SILENT WORKER is grateful for the contributions they have made. Introductions to the authors accompany most of the articles, but some have been omitted because of lack of space. Those who were not introduced on other pages are mentioned briefly here.

Robert F. Panara, who wrote the article on deaf writers, is a graduate of Gallaudet College and now professor of English there. He is no newcomer to the pages of THE SILENT WORKER, for he conducts the column entitled "The Silent Lyre," which is a collection of poetry by deaf poets appearing from time to time. Lawrence Newman, author of "Recreation and Entertainment," is also a graduate of Gallaudet College. He received his Master's degree in English from Catholic University, Washington, D.C., and taught for a few years in the Central New York School for the Deaf, Rome, N.Y. He is now teaching in the California School for the Deaf at Riverside. He is one of the associate editors of THE SILENT WORKER and he

has written for the magazine on numerous occasions.

Dr. Ben M. Schow, who wrote on "The Industrial Potential of the Deaf," has been connected with the department of labor economics of Firestone Tire and Rubber Company, Akron, Ohio, for thirty-five years. He is a graduate of the Indiana School for the Deaf and of Gallaudet College. He has long been recognized as an outstanding authority on the role of the deaf in industry, and at different times he has served on important committees of both the National Fraternal Society of the Deaf, and the National Association of the Deaf. He is a past president of the Gallaudet College Alumni Association, and in recognition of his services to the deaf, as well as his own achievements in his special field, he was awarded an honorary doctor's degree by the College, some years ago.

Casper B. Jacobson, another graduate of Gallaudet College, is a veteran teacher in the Ohio School for the Deaf, and he has been chairman of the Legislative Committee of the Ohio Deaf Motorists' Association since its establishment in 1935. It was because of his wide knowledge of the record of deaf drivers and regulations pertinent to them that THE SILENT WORKER asked him to write the article on "The Automobile and Deaf Drivers." He also has served as president of the above-named Association, and he has conducted classes for deaf drivers.

Finally, THE SILENT WORKER hereby expresses its thanks to Bernard Bragg, editor of the Special Number, and to Mrs. Caroline Burns, assistant editor, who gathered the material and planned this issue. They have rendered a valuable service to the magazine, and their efforts have resulted in an important contribution to the literature on the deaf.

Orders have been received for a great number of extra copies of this special number and indications are that it will be widely distributed among educators, social workers, libraries and other individuals and agencies concerned with the deaf. A supply of extra copies will be kept on hand and additional orders will be accepted and filled as long as they last.

In order to publish this special number, it has been necessary to omit most of the features customarily appearing in THE SILENT WORKER. News items of interest and much of the other material which has been held out will be published in the November number. We regret, also, that a few articles submitted for this number had to be left out. We

hope to publish them in future issues of the magazine.

The Silent Worker

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OCTOBER 1954 — The SILENT WORKER

The Deaf Writer In America: 1900-1954

By Robert F. Panara

NOT VERY LONG AGO, H. G. Wells, the noted British writer, made the sage observation that whereas "in Europe the emphasis is on being; in America it is on becoming." Certainly the great advance in progress evinced by the American writer over the last 50 years has since proved the truth of this statement. It applies with even greater meaning to the deaf writer in this country, who, up until 150 years ago, hardly even knew how to read, much less write a simple sentence unaided.

Keeping such thoughts in mind, I shall attempt to review some of the more noteworthy achievements of the deaf writer in America during the past 50 years or so. At the same time, it is my intention to embrace only the work of those writers who have gravitated into our small silent world, which is to say the deaf as we regard them within our circle. After all, the deaf writer deserves this much recognition in consideration of the many obstacles he has to overcome. It would be as wholly naive, for instance, to include the work of such renowned hard-of-hearing authors as Rupert Brooke, Carolyn Wells, and Ernest Elmo Calkins — to mention just a few — as it would be for us to boast of Thomas Edison and Bernard Baruch as being our most successful physicist and statesman, respectively.

Of the various forms of literary expression employed by the deaf writer, it should be noted that he has been most prolific and successful at newspaper and magazine article writing, for it is here that he has reaped his largest harvest of fame and fortune. Sometimes, he has been able to publish and edit his own newspaper, thus proving to be a skilled tradesman as well as a capable businessman.

Probably the ideal place for the deaf writer would be in a small town where, as "country editor" of the only newspaper, he could get to know everybody and at the same time command their respect and admiration. This has been the happy fortune of quite a few deaf persons, among them being E. L. Schetnan and Owen G. Carrell.

To Schetnan belongs the unusual distinction of being editor-publisher of two different newspapers at the same time; namely, *The West River Progress* and *The Eagle Butte News*, both in South Dakota. His editorials have repeatedly attracted the attention of the big daily newspapers of the surrounding states, many of which have reprinted the full content of his *tour de force* on public questions.

Owen G. Carrell was also a useful

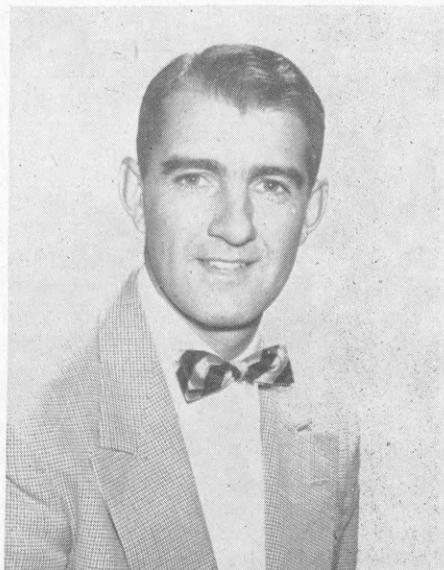
public servant and a writer of great ability. For many years, he owned and edited *The Pender Chronicle* of Burgaw, North Carolina, which enjoyed a fairly wide circulation in that section of the country. Now retired and prosperously situated, Carrell is the very picture of an old Southern Colonel, replete with a distinguished mein and sporting a Van Dyke beard.

Not infrequently, the deaf journalist has proved to be a versatile virtuoso of the pen. Of these, the late Dr. J. Schuyler Long was a rarity; he not only was a successful newspaper man, but he also was an educator and poet of considerable ability. During the time he was principal of the state school for the deaf, Dr. Long served on the staff of *The Daily Nonpareil* of Council Bluffs, Iowa. Not content with this achievement, he published a book of verse, in 1908, entitled *Out of the Silence*, which was received with great favor. Subsequently, he went on to publish a book on the origin and use of the sign language, entitled *The Sign Language: A Manual of Signs* (1909). The deaf man's equivalent of Webster's dictionary, this scholarly work has since proved a gold mine of information to the layman and the educator interested in the education of the deaf.

With regard to literary compositions of this genre, mention should also be made of the outstanding work of Edith Fitzgerald, who for many years was principal of the Virginia School for the Deaf. Miss Fitzgerald's extensive writings on the subject of teaching language to the deaf child have long been highly esteemed by educators in the field. Her lucid interpretation of this problem is best illustrated by her book, *Straight Language for the Deaf* (1926), which ran through two editions and constitutes an attempt to simplify the teaching of correct sentence structure. In a sense, it might be likened to such recent best sellers as *The Art of Plain Talk*, by Rudolph Flesch, professor in English at New York University.

The deaf writer has also tried his pen at the creative interpretation of the fine arts. For this reason, I believe it would be wholly unfair to ignore the work of such talented literary artists as Albert Ballin and Kelly Stevens, whose illuminating essays graced the pages of the old *Silent Worker* — our own version of *Life* and *Time* magazines.

Albert Ballin, a bona fide "Bohemian" who was also a gifted portrait painter, mingled freely with well-known Broadway and Hollywood personalities of his day and made a bold bid for



ROBERT F. PANARA

stardom in the silent movies. Although he failed in his attempt, largely because of the revolutionary invention of "the talkies," Ballin gained an insight into the problems of acting and theatrical production. These he recorded, together with a number of amusing anecdotes, in an entertaining book, characteristically entitled *The Deaf Mute Howls* (1933). All this was quite an accomplishment for a man who had been deaf since birth.

No less talented as an artist, although vastly more conservative in taste and temperament, Kelly Stevens is undoubtedly our finest art critic as his many writings on this subject will attest. His masterpiece, in my opinion, was the series of charming essays entitled "Little Journeys In Bohemia," which appeared monthly in the *SILENT WORKER* during the time he was studying abroad, 1928-1929.

At this point, it seems evident that the great majority of our writers have aimed their work toward the deaf reader. Indeed, it could not be otherwise — there being so many talented writers in our circle whose primary concern is in the welfare of the deaf. For this reason, I feel justified in drawing attention to some of those many able writers who are devoting their creative bent toward serving their fellowmen. To mention just a few, how can we possibly belittle the literary efforts of such writers as James Orman, Robert Greenman, W. T. Griffing, Loy Golladay, Wesley Lauritsen, and Byron B. Burnes? These men, besides having no superiors as editorial writers and columnists, are vigorous exponents of a *free press* and have been eternally vigilant of the hard-won equities enjoyed by their deaf compatriots. They contribute regularly to the various publications of the deaf, aptly nicknamed "the little paper family," and in trying to preserve the dig-

nity and individuality of the deaf man who takes pride in the knowledge that he is a self-supporting, first citizen of the land, they devote all their spare-time writing to the appraisal of discriminating practices in vogue relative to job employment, eligibility to automobile liability insurance and operator's licenses, and qualification as teachers in our schools for the deaf. In addition, they have often performed a great and useful service to countless parents of deaf children, such as their outcries against the practice of luring these children into open airplane cockpits in the absurd assumption that an exciting climb into the stratosphere, replete with the thrill of a sudden, unexpected nose dive, would cure deafness for once and all.

In spite of such distractions, the deaf writer has still managed on occasion to write creatively in his spare time, sometimes turning it to good profit. In the field of poetry and magazine feature writing, a sizeable number of deaf persons have left their imprint.

One of these, Abbie M. Watkins, achieved great success as a feature writer for poultry magazines, being herself an expert in breeding and exhibiting fancy poultry. She has also gained some measure of renown as a poet, contributing to various magazines in Texas and Oklahoma, and even in placing a few others in *McCalls* and the *Saturday Evening Post*. As final proof of her talents, Mrs. Watkins was listed in the *Who's Who Among Texas Writers Today*, published in 1935, having almost as much space devoted to her biography and achievements as that accorded many normal-hearing authors.

Another example of this type of writer was the late Rev. Warren M. Smaltz, who for many years served as pastor of All Souls' Church for the Deaf in Philadelphia and as missionary to the deaf in Pennsylvania dioceses. Rev. Smaltz contributed to such popular and professional magazines as *The Reader's Digest*, *The American Mercury*, *The Expositor*, and *The Living Church*, in a long and productive career, during which time he also wrote extensively for "The Little Paper Family." Conclusive evidence of his versatile talents is offered in the fact that, in 1938, he was elected chairman of the Lebanon County (Pa.) Democratic Primary Committee so that he could direct public relations activities.

The deaf writer has even essayed the Herculean task of writing novels, histories, and biographies. In the last 50 years, we have reason to feel proud of the achievement of such pioneers as Corinne Rocheleau and Howard L. Terry.

Although American born, Miss Roche-

leau sustained a lifelong interest in the native language and culture of her Gallic forebears. She first attracted attention with the publication of her historical biography, *Françaises D'Amérique—Heroic French Women of Canada* (1922). In her next attempt at literary composition, she was moved to express her lifelong admiration for the heroic accomplishment of Ludivine Lachance, a deaf-blind woman, who was educated at the same school for the deaf which the author had once attended in Montreal. The result was her biographical novel, *Hors de Sa Prison (Out of Her Prison)* which, besides running through two editions, was subsequently honored by the French Academy.

If I were to venture a guess as to which writer is best known among the deaf today, I would not hesitate to name the one and only Howard L. Terry, our "Venerable Dean of Letters." Now in his eightieth year, Terry is the author of numerous works of poetry and prose. At the same time, he has proved himself to be the most versatile of all deaf writers, having tried his hand at practically every form of literary expression—newspaper and magazine feature writing, poetry, drama, the short story, the novel, and greeting card verses. Most of the time, he succeeded in selling his wares, which were subsequently published in various newspapers and magazines, and sometimes in book form. Often, his work graced the pages of the better known magazines, such as *The Mentor*, *Social Science, Out West*, *The Hesperian*, *Poetry World*, and *Wee Wisdom*, the last named, besides being one of the most popular magazines for young readers, also lends further testimony to his versatility. Strung together, his collected poems and plays run into five volumes, as the following titles will reveal: *A Tale of Normandy* (1898); *Waters From An Ozark Spring* (1909); *The Dream: A Dramatic Romance* (1912); *California, and Other Verses* (1917); and *Sung In Silence* (1929).

In addition to being stone deaf, Terry was plagued by poor eyesight which often rendered him half blind. This affliction robbed him of a bid for fame in 1929 when Terry was invited to become editor of *Poetry World* in New York but was forced to decline. As fate would have it, moreover, Terry lost out on still another chance for national recognition as a writer. This occurred in 1912, soon after his fine novel, *A Voice From The Silence*, was featured serially in *The Ohio Farmer*, a bimonthly magazine of note, and later came out in book form. Revised for filming, Terry's novel was snatched up by the first movie studio to which it was offered—the Selig Polyscope Company, one of the largest in the country. He was paid \$150 for

the film rights, which was quite a substantial sum in those days. Had this novel, which incidentally features a deaf hero in it, found expression on celluloid, it is reasonable to believe that Terry's other work would sell at premium rates. However, like many other novels that are bought but never filmed, *A Voice From The Silence* remained mute forever after.

Although we have record of the achievement of these writers—thanks again to the "Little Paper Family"—it is doubtful whether all the foregoing books currently grace the shelves of the libraries in our various schools for the deaf, including that of Gallaudet College, the world's only college for the deaf. Indeed, the achievement of most deaf writers is seldom brought to the attention of the deaf teacher, who, in turn, can never possibly fire the imagination of his youthful charges and give them encouragement by pointing to the example of those deaf men and women who have left their imprint "on the sands of time." This is a most regrettable condition, and it is hoped that things will change for the better so that, in the future, even the deaf bibliophile will experience a "seventh heaven" of delight upon entering the school or college library and discovering therein a "Golden Treasury" of all the important literary compositions of the deaf poet and prose writer.

Every generation has had its flock of deaf poets, many of whom have published their collected poems in book form. Today's generation is no exception to the rule, among them being Alice McVan, Rex Lowman, and the late Earl Sollenberger.

Writing under the pen name of "Earl Crombie," the latter published his first volume of verses in 1934, entitled *Along With Me*, which enjoyed wide distribution on the subscription plan. In 1940, Sollenberger repeated his initial success with a second volume of poems, *A Handful of Quietness*. In a sense, Sollenberger's verse could be likened to that of John Masefield, England's celebrated poet laureate, there being in evidence much of the latter's narrative sweep and power, his knack of realistic detail, and his strong compassion for the common man and "salt of the earth." Evidently, too, Sollenberger—who spent a term in New York's "Greenwich Village"—could sympathize with the misfits and failures of society while also drawing analogy to the frustrated artist living in the machine age, for only a few years afterwards the poet ended his life by his own hand, thus bringing to abrupt end a promising career.

Although Rex Lowman has yet to publish a bound volume of collected poems, this event will be eagerly awaited by his

many admirers. While yet an undergraduate at Gallaudet College, Lowman proved to be something of a sensation by winning first prize not once but for three successive years in the annual poetry contest for college students sponsored by the American Association of University Women. This was quite an achievement, there being more than two hundred normal hearing students competing, with eight colleges represented. Among the judges of these contests were such well-known and established poets as Robert Tristram Coffin, Joseph Auslander, and Oscar Williams. These men expressed genuine admiration for Lowman's work. Its rich symbolism and imagery reminds one of the poetry of Wallace Stevens and Dylan Thomas, proving that today's deaf poet is fully aware of the changing patterns of poetic expression.

This latter revelation is most heartening as it means that the deaf writer is keeping pace with his hearing contemporaries in regard to style and subject matter. One such example is now on the book mart, with the recent publication of a small but impressive volume of poems, entitled *Tryst*, by Alice J. McVan (1953). Miss McVan's talents as a translator of Spanish lyrics has long been highly esteemed by her circle of co-workers and admirers. In addition, she has reviewed a sizeable number of prose works written in Spanish, all of which appeared in the publications of the Hispanic Society. Her latest attempt at creative writing reveals not only an intimate knowledge and understanding of Spanish culture and folkways but also is further highlighted by the alert imagination and whimsical metaphor of its author, who is every bit as modern in her range of subject matter and phrasing as her hearing contemporaries. In some ways, too, her verses might be compared with those of Marianne Moore and Elinor Wylie.

And what of tomorrow? — and the future? Shall we live long enough to see a deaf poet or prose writer rise to such stature as to have his name spoken in the same breath with, say, a Robert Frost, or an Ernest Hemingway or a Tennessee Williams? As Shakespeare put it, "Tis a consummation devoutly to be wished," particularly by us, the living. However, even if we are denied this, it should always be remembered that in the last one hundred years we have made great progress in the realm of literature. Prior to then, the deaf not only lived in the dark ages of unenlightenment and illiteracy but they were also mute, in more ways than one. For this reason, the writer strongly believes that the day is fast drawing closer when the whole world will sit up and take notice of the achievement of some outstanding

RECREATION & ENTERTAINMENT

Yesterday - Today - Tomorrow

By Lawrence Newman

SOME CHARACTERISTICS of people are so universally akin in that most of them seek recreation and entertainment after a steady diet of work. Due to communication factors the after-work outlets for the deaf are a little narrower yet more broad than a large segment of the hearing public would suspect.

"Can the deaf swim?" asked a university student preparing her thesis. Whereupon the secretary-treasurer of the National Association of the Deaf penned an answer that should be a classic: "In order to swim I suppose we must paddle with our ears."

The deaf have an urge to identify themselves with hearing counterparts in habits of recreation and en-

tertainment whenever possible but there is seldom any deviation from the ordinary. What makes the situation different is that the deaf would rather use most of these habits among themselves than with the hearing public. The reasons are easily apparent: among their own kind communication problems disappear and similar handicaps open up a fount of mutual understanding.

It would be interesting to learn that the deaf of the older generation sought basically the same kinds of recreation in use today — hobbies, sports, civic meetings, social gatherings — with new kinds and greater variety added to each field making up the main differences.

The do-it-yourself boom enlarged the hobby area. Coming increasingly into vogue have been golf and bowling and other departures from major sports. The trends in the civic meetings have been leaning more and more towards the national and the international, and together with a more liberal outlook on tobacco and alcohol at the social gatherings that would have shocked deaf grandmother have appeared such modern day innovations as charades and scrabble.

So notable are the deaf for manual dexterity that they will be found building or renovating their own homes in leisure time, dissecting and then assembling their television sets and other electrical

and mechanical devices, shaping model airplanes, trains, or cars, sometimes entering them in local or national contests. Their hobbies range from commonplace stamp-collecting to hazardous airplane flying and unusual button-collecting. There is even one deaf lady with interesting literature and materials on human hands.*

A glance through back issues of THE SILENT WORKER will point out the variety and skill of the deaf in their number one recreation — sports. Almost every kind culminates in one tournament after another and the deaf who have attained public prominence are avidly followed. The American Athletic Association of the Deaf (A.A.D.), which is

patterned along lines similar to the American Athletic Union (A.A.U.), is the great patron of amateur sports in the world of the deaf but unlike the A.A.U. and its great Olympic teams it could not send teams to the Olympics of the deaf held in Belgium last summer due to insufficient funds.

Almost every state in America has a kind of association or society that safeguards the rights of the deaf and these organizations little by little are becoming affiliated with an organization on a national level, the National Association of the Deaf. In increasing numbers deaf individuals are joining this N.A.D., which is actually a non-profit organization founded for their benefit, and there is a growing awareness of the World Federation of the Deaf which recently held a convention in Rome, Italy, with representatives from several countries, including America. Not to be overlooked are two other societies, one the established National Fraternal Society for the deaf, an insurance body, by, of, and for the deaf with local branches in almost every large city and town in the United States and several branches in Canada, and the other the embryonic Order of Desoms, an offshoot of the Masons. The average deaf person finds

*See the January 1953 SILENT WORKER.



There are over a hundred clubs of the deaf wherein the members find social and recreational outlets. Above are the members of the ladies' auxiliary of the Buffalo, N.Y., Club.

a kind of recreation in the meetings of these societies as well as in the state and civic organizations because throughout them dual purposes run: business and pleasure.

Benefit affairs have lately followed the time-honored traditions marking social gatherings — benefits for the home for the aged, for a clubhouse, or for trips for the basketball team. Card-playing, from poker to pinochle, is ever popular at parties, but the highbrow set have introduced chess and checker affairs and other games appealing to the intellect. Remaining the most popular social gathering of them all whether in small or large groups are picnics. Picnics have been going on since perhaps the first sandwich was invented due no doubt to the fact that every member of the family can participate. Picnics have become more gigantic being state-wide and held during national conventions and they have been marked by barbecue pits and field days with prizes given to almost every entrant.

The deaf are probably among the world's greatest travelers. Vacations find them touring the country in their own automobiles, attending distant conventions, or flying to foreign lands.

Sadly, one recreation that has either remained static or decreased in usage is reading, owing to the encroachments of television or a marked increase in the age-old problem of the deaf, language deficiency. Always few in numbers the deaf in prose and poetry writing have walked over a plateau down the years.

The movies and television are viewing with each other for the number one spot in a deaf person's entertainment repertory. The era of silent films offered little or no communication problems for the deaf but today they will be found at theatres displaying foreign films with English sub-titles. Possessing gregarious tendencies, the urge often comes upon the deaf to go out and be with the crowd and thus they will be found in a movie theatre patiently watching an American

film that makes no sense and laughing as the case may be in rhythm with the others to escape being singled out as something of an old grouch. The advent of television was a boon for the deaf. At last, the radio had been turned into a magic mirror whereby at the touch of a finger a kaleidoscope of action, scenery, and especially sports came into view. The sponsors of the latter events have kindly flashed scores and the names of the participants in ticker-tape fashion that the deaf may become one with the hearing in the enjoyment of such programs.

One form of entertainment that has lasted down the years are literary or dramatic events. Each generation has had its own Edwin Booth and there have been characters whose fingers would leave impressions on the air, whose hands would magically flash with meaning, whose facial expressions were so captivating that the deaf would be moved and excited and transported to another world, something that only the greatest soprano could similarly accomplish in the world of the hearing. Story-telling, poetry-picturization or poetry by rote, pantomimes, skits, plays have been presented in such numbers that it can be said they are recreation for the participants and entertainment for the audience. In this field the deaf reached a peak of achievement when some players from Gallaudet College presented "Arsenic and Old Lace" on Broadway in the same theatre where it was having its daily run.

In the past for their recreation and entertainment the deaf went to the basements of a number of churches where often large social gatherings and important literary events were held. Such a practice continues today but is not so prevalent. Halls, auditoriums, and gymnasiums are often hired, but most of the activities occur in club houses which are owned by deaf groups. The one in Los Angeles is three stories high and has its own bar, auditorium, lunch counter, and

card room while the one in Pittsburgh is a simple single room affair where the deaf congregate just to bask in each other's company. Many of the clubs support a basketball team and sometimes bowling and softball groups. Many clubs have their own hall of fame where plaques and trophies and pictures of past officers of the club are prominently displayed.

Certain causes of deafness, especially spinal meningitis and mastoiditis, seem guilty of retarding some aspects of motor functioning of the deaf. A rather familiar sight is the deaf person who has difficulty walking properly at night and the deaf baseball outfielder misjudging a fly. However, in most areas of recreation and entertainment the deaf are limited mainly in those functions that require the use of hearing and unfortunately, too, the use of language. In do-it-yourself activities the deaf on the average are limited by inability to comprehend the technical instructions given. By trial and error, by the help of others, by common sense, or by a knack of discerning the necessary directions out of a jungle of words the deaf do in many instances surmount the difficulties.

In the years to come there is a strong possibility that the American Athletic Association of the Deaf will become financially strong enough to organize teams for the world Olympics of the deaf. The National Association of the Deaf might at last realize a full-time working staff and its actions might become expanded to include movements on an international level in conjunction, perhaps, with the World Federation of the Deaf. Although the wide technological advances of this generation have little affected the entertainment and recreation habits of the deaf, at least in proportion to hearing persons, the future will tell a different story. The appearance of a kind of television-telephone combination with its easier communication possibilities for the deaf is just a matter of time. And there is this wonderful thing called tape-recording. A tiny transistor might power a contraption, large or small, that will print spoken words. The advantages that this will present for the deaf are almost limitless. One could be placed near the television set steadily interpreting the goings on and another could be carried at all times and instead of reading the lips the deaf would look at the machine as closely as a broker following the fluctuations of the stock market on ticker-tape. The constant presence of functional language might make it possible for the communication and language problems of the deaf to lessen if not entirely disappear thus closing even further the gap between the world of silence and the world of sound.

THE DEAF IN ART

By Felix Kowalewski

GOING INTO RESEARCH work on the Deaf in Art, one is at first pleasantly surprised, then delighted, and finally overwhelmed by the proportionately large number of deaf artists and craftsmen, past and present. It is impossible to list all of them, nor even to do justice to a select few—even though we are here limiting the field to deaf artists in America. The deaf artists of the world, when one emphasizes the fact of their deafness, reach truly significant proportions. Many of them came over to America and became citizens—master craftsmen, stonemasons, artisans, engravers, cartoonists, commercial artists—employed by many well known firms, including Tiffany's and Wanamaker's in New York.

The greatest living deaf artist in America today is Cadwallader Washburn, who at 88, is considered the dean of American etchers. He became deaf at the age of five, attended the Minnesota School and received his A.B. from Gallaudet College in 1890. He studied architecture at the Massachusetts Institute of Technology then art—under William M. Chase in New York, Sorolla in Madrid, and Besnard in Paris. He traveled all over the world and has had a life so adventurous it would fill several volumes. *Who's Who* gives a listing of museums all over the world where Washburn's etchings are on permanent exhibition. He is at present a resident of Brunswick, Maine, where he has been painting many scenes of the rocky coast and countryside.

An exhibition of some 50 of his etchings occupied two rooms at the M. H. De Young Memorial Museum in Golden Gate Park, San Francisco, through April and May, 1954. It was loaned by Dr. Ludwig Emge, professor emeritus at Stanford University, and a long-time Washburn enthusiast and collector.

Two other exhibitions of his work were held in June, one at the Massachusetts Institute of Technology and the other at Bowdoin College Museum of Fine Arts in Brunswick, Maine, where Washburn is usually to be found at work in his studios on the college campus.

Washburn's etchings have been compared to the work of Rembrandt and Whistler. His portraits, if the writer may dare an opinion, should go down in history as even superior to the work of Rembrandt. Whether in heavily shaded masses, or in bright, beady, or penetrating expression, there is a poetic gentleness about the eyes in Washburn portraits. As with most deaf artists, he recognizes in the eyes of his subjects "the windows of the soul." This characteristic is best observed in his Buddhist

priest, Mexican and Indian portraits, and the more recent Mallorca subjects, including the superb "Introspection," and "The Smuggler," and the gentle, relaxed resignation in the portrait of an old woman, "The Matriarch." Washburn has an affinity for beards, too, and for somewhat raffish hats, as in his Riviera portraits. Limitations of space prevent further appreciative description of his architectural scenes and landscapes and of his more recent oil paintings, some of which are in the permanent exhibition at Gallaudet College.

Among other important etchers one must list the work of Will Quinlan of Brooklyn, product of the Wright Oral School, who won many prizes and whose work was in many exhibitions. His etchings and oil paintings are in many permanent collections, including the New York Public Library, the Oakland Museum in California, and the Vanderpool Gallery, Chicago.

The greatest sculptor was the late Douglas Tilden, a graduate of the California School at Berkeley. He studied in Paris and on his return set up a studio in Oakland where he produced a great number of monumental works. The best known to the deaf is "The Bear Hunt," located on the grounds of the Berkeley School. Other great bronzes in public parks and streets in San Francisco and the Bay Area and various cities include the magnificent "Mechanics Monument," "Admission Day Fountain," "California Volunteers," "Football Players," "Baseball Player."

Other sculptors of note include Ernest E. Hannan of Washington, D.C., educated at various schools for deaf, studied in Europe. His bust of Dr. E. M. Gallaudet may be seen in the chapel hall of Gallaudet College, and his statue of the Abbe de L'Epee on the grounds of Le Couteulx St. Mary's Institution for the Deaf in Buffalo.

John Louis Clarke, self-taught Montana Indian sculptor, famous for his animal studies.

Louis Cassinelli of New York, sculptor and engraver, whose bronze statue of the late Prof. William G. Jones of Old Fanwood, may be seen at the School for Deaf at White Plains.

Hillis Arnold of Minnesota, who also does etchings and who painted the 250-



Felix Kowalewski at work on one of his best known and most widely acclaimed paintings, "Intermezzo."

Among the names of outstanding deaf artists mentioned in this article, that of Felix Kowalewski is missing, although he is one of the best known and most prolific artists in the world of the deaf. He has won numerous awards for water color, sculpture, pastel, and oil, and his work has been exhibited in New York, Washington, Maryland, Michigan, West Virginia, and California. A son of Polish immigrant parents, he became totally deaf at the age of seven. He was educated at the New York School for the Deaf and Gallaudet College. He studied art in New York on a scholarship won in nationwide competition in sculpture, and in Washington and California, and he is a former teacher of art in different schools for the deaf. He is an expressive storyteller, a raconteur, and as skilled in writing poetry as in painting a portrait.

foot murals in the great hall of engineering school at the University of Minnesota.

The greatest painter among the deaf in America was H. H. Moore, graduate of the American School at Hartford. He studied at the Ecole des Beaux Arts in Paris and traveled extensively thereafter. He is most famous for his exquisite paintings of scenes and costumes of Japan (circa 1900), and the portraits of beautiful women and children, painted during his latter years in his Paris studio.

One of the greatest living painters today would be Kelly Stevens of Texas. A graduate of the Texas School and Gallaudet (1920), he was art instructor in several schools for the deaf and has traveled and studied in Europe. He has had many one-man shows and his work



Mechanics Monument by Douglas Tilden, one of the noted sculptor's most famous creations. Standing at the intersection of Market and Battery streets, San Francisco, this monument has been seen and admired by countless thousands of visitors.

has been in many exhibitions here and in Europe. His works are distinctive masterpieces of color and composition—best known are his landscapes and his Basque country compositions.

Among other painters one must list Granville Redmond of the California School at Berkeley, class of 1890. He studied at the Academic Julien in Paris and won many awards in exhibitions. In later years he had a studio on a movie lot in Hollywood, where he was a special friend of Charlie Chaplin.

Phillips Lewis, a product of the oral school for deaf in Oakland, painter of California landscapes. Had a one-man show in Palo Alto and exhibits in Honolulu and West Coast cities.

We lack space to list engravers, designers and draftsmen. However, in the field of architecture, the work of Thomas Marr of Tennessee may be seen in various buildings in large cities throughout the state; the work of the Dunings of

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Ohio, Hilbert and Leroy, is also to be commended.

Little, if anything, is known of deaf artists and craftsmen prior to the establishment of Gallaudet College in Washington, D.C. The only authentic record is of John Carlin, one of the first pupils at the Pennsylvania school for the deaf, first deaf person to receive a collegiate degree from Gallaudet College, 1864. He was considered a meritorious portrait artist, and one of his large paintings formerly hung in the rotunda of the Old Fanwood school on Riverside Dr., N.Y.

There may have been some "primitive" portrait painters and landscape artists among the uneducated deaf before 1850, but there seems to be no mention of them anywhere. Perhaps it would be an interesting project for the art instructor or school historian at each of our state and private schools for the deaf to delve into the records and compile a listing of talented pupils from the establishment of the school to date.

It is disturbing to note the waste of talent when a budding artist leaves school and, without follow-up encouragement, soon finds neither time nor inclination to continue his art work. The deaf, as a group, must ride on the achievements of a few outstanding individuals among them—in sports, industry, the arts, and inventions. Therefore, it is only fitting that greater encouragement—from childhood to the grave—be given to any and all among the deaf who may show a marked superiority in one line or another. It has been the opinion of many of us that the schools, the clubs and the organizations for the deaf and their publications, are somewhat chary with publicity, praise, support, and exhibition of the work and achievements of the talented few. It is a sad commentary—a great mistake—but it can be easily rectified. Suppose we all pitch in with an all-out effort and all-out publicity and support wholeheartedly the outstanding talents of these fortunate few among us, that we may at least bask in their reflected glory. As a group, this would be sort of "pulling ourselves up by our own bootstraps," so to speak.

Let's find out more about our up-and-coming young artists and craftsmen in our schools today and follow their careers with encouragement, publicity and financial support through local deaf clubs, organizations and state school shows and purchases.

Each generation brings forth another star—so we conclude this article with mention of another "nova"—Robert Freiman of New York, now living abroad. He has had several successful Paris exhibits, and does beautiful water colors and portraits. In his early thirties, he is sure to go far.

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Education of the Deaf . . . Past, Present, and Future

By Elwood A. Stevenson

CHANGES IN ORGANIZATION, approach, and philosophy in the teaching of the deaf and the progress realized over the past 50 years have been greater in this special field than in many other phases of education. Likewise, we have experienced profound advancement in medical science to the point that the former cross section of the make-up of the average school population has greatly changed, a factor that should play a very important part in teaching today. Years ago, many children lost hearing through scarlet fever, measles, and whooping cough, to mention a few of the causes. These infectious diseases were among the leading causes of deafness. Today, we hear of very few cases of deafness resulting from these illnesses. Whereas, years ago the cross section of a school population was made up of approximately one-third congenitally deaf and two-thirds acquired or adventitious deafness, today the percentages are approximately 50% congenital and 50% adventitious. Of the children who acquired deafness, only three per cent today became deaf after age 5½ years. The fact that 97% of all deaf children lose hearing at birth, in babyhood, or before school entrance age is very important and far-reaching and should receive the attention of all in the profession.

Visualize, if you will, conditions and personnel in a school for the deaf, residential, day, or private at the turn of the century. Financial support was very limited, per capita costs extremely low, salaries unattractive, classes were very large, materials and equipment practically nil unless the teacher herself, through her own ingenuity, supplied them, and the training and requirements of teachers not too thorough nor complete. Yet, as you observed classroom teaching and saw the results, you came away, in the main, with the feeling of satisfaction, despite the numerous and formidable handicapping conditions. Why? In those days, the motivating factor and the reason for the individual to accept the challenge was the strong missionary spirit of service and the love of children. It was still in evidence as it had been from the early inception of the education of the deaf. The early pioneers and teachers came largely from the ministry. With this type of personnel, obstacles could be faced and surmounted.

Dr. Elwood A. Stevenson at his desk at the California School for the Deaf at Berkeley. In the background are scenes illustrating the progress of the school under his administration. The old buildings have disappeared and now nearing completion is an entirely new school.

Let us study some of the elements of a school fifty years ago — factors that were serious drawbacks and which have been changed since due to advancement and time.

There were no provisions for the preschool deaf child in the tax-supported school.* One would find such arrangements, if at all, in private schools here and there. There were few day schools and special classes for the deaf in the states.

The entrance age was usually seven or eight years. Financial stringency, length of time allowed for schooling, and the reluctance of parents in sending their children to residential schools were the prime reasons for this late age.

The average period of time allowed for schooling was 10 years. Certain semi-public schools allowed a longer period, but by and large, the State residential school allowed ten years. As you recall, this was not very much longer than the period of time for those in regular public schools for the same level of educational achievement.

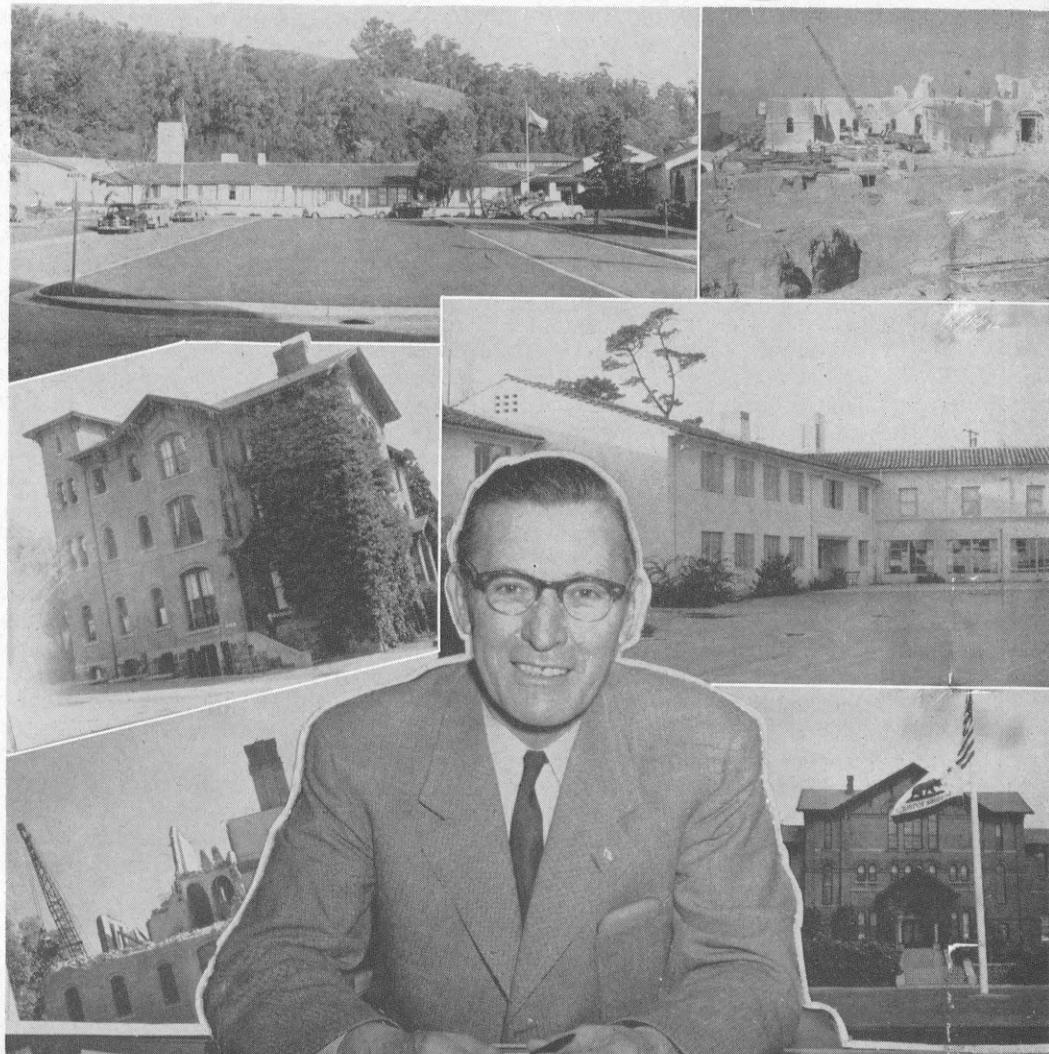
All agree that it is absolutely obligatory that the teacher of the deaf receive full and complete training so as to

*Rhode Island School has had pre-school for past 45 years.

render satisfactory service. Fifty years ago it was not uncommon to require an individual, as a prerequisite to the training, to serve as a supervisor of children for a specific period of time. The thinking was that with such necessary background, the candidate would be that much stronger in training and as a teacher. There is no gainsaying that this is true. The opportunities for thorough and complete training, as we understand it today, were not so available. Some of the residential schools carried on their own in-service type of training usually under a single instructor. Then, too, you will recall the "short order" summer course of six weeks training offered in those days. Yet as you look back, some of the best and strongest teachers were found among this group.

Classes of twelve to fourteen children were more the rule than not. During that period, it was agreed that more efficient work could be accomplished with smaller classes and that the ideal would be a norm of a teacher for every ten children. Many years, however, passed before this norm was realized.

Because of the lack of proper provision and attention for the hard of hearing child in public school classes, there was a large number of these children in classes and schools for the deaf.



This class mixture was not good for either the deaf or the hard of hearing. Today, the management of residential schools endeavors in every way to encourage the city schools to provide for the hard of hearing separate and apart from classes for the deaf. However, after all these years, one can still find as many as 50% of the children in city special classes for the deaf who are hard of hearing. This "mixed composition" does not afford a true picture of "achievement of the deaf child."

Let us examine the available material and equipment for instruction in those early days. Let it be said, however, the leaders at the time, had their fingers on the pulse of the several problems of educating the deaf, but found it most difficult to meet the situation with whatever was on hand at the time. They were conscious and cognizant of the great value of visual aids, of help in speech and speech reading, resulting from use of auditory equipment, of smaller classes, and of the benefits derived from the numerous assets in teaching, unavailable in their period, but which time, invention, and ingenuity have since made possible. How many of us have forgotten the long and tedious hours spent with home-made hectograph pens for the preparation of lessons; the time spent on collection of material and home-made charts for visual aid work; the making of slides and the use of lantern slides; and the improvised "speaking tubes" used with deaf children who had "residual" hearing. There were no audiometers; we used tuning forks. There were no group hearing aids; those of us who were interested in "sound perception" as a means in the improvement of speech, used improvised "tubes" as equipment.

This was the era of strong oralism; the period of pure oralism for all the deaf as the only sane approach to the problem. All else was apparently secondary. Nothing was permitted to stand in the way of its realization. It blinded the staunch advocates of the single approach to certain sound pedagogical principles. One was considered "outside the pale" if, in teaching, he allowed the child to see the printed form before mastery of it on the lips. Never should the printed form be shown until the child was capable of lipreading such form. Otherwise, they preached, such practice and procedure would hold back lipreading ability. About 35 years ago, a few of us "young upstarts", thinking of our pedagogy and applying its principles, began proclaiming: "Let the child see written forms more frequently and surround him with language forms and not wait first on mastery through lipreading. Introduce reading sooner. Do not hold back and check language devel-

opment. As important as speech and lipreading are, language is the key and the objective." It has meant much in the progress of education of the deaf—this complete change in thinking and approach has helped advance the work.

One could discuss numerous other factors common to the schools of fifty years ago, but the foregoing should afford an adequate idea of conditions and procedures during that period. Wonderful personnel, indefatigable workers, limited means, apparently insurmountable obstacles, a different cross-section of children according to time of onset of deafness and a sincere desire to serve mark this era. However, during those years and up to the present, we have witnessed tremendous advancement in medical science, in the development of electrical equipment for use in teaching, in sources of materials, in more thorough training of teachers, and in better conditions and greater salaries.

Today, there are approximately 22,000 deaf children under instruction in the United States and Canada. The accommodations and services in the average tax-supported residential school are greater than those experienced 50 years ago, and rightfully so. Practically all cities that have special classes for the deaf have provisions for the pre-school child. Whereas there were no arrangements for this child in the state residential school (the Rhode Island School was the only one to have provisions 40 years ago), today such can be found in several, although, in the main, they are the semi-public state schools. Years ago, one of the many problems was to induce the parent to send her deaf child to school at the then proper age of six or seven years. Invariably, the parent could not bring herself to parting with her young child. Today she is sending her child at an even earlier age of three years. She has been told by certain authorities, in and out of the profession, that if she fails to give her child this pre-school period, she is sacrificing and endangering her child's opportunities in learning to speak and to read lips and in getting a sound education. The mother of a deaf child should not be subjected to such "frightening" statements. It is true the child gains a "readiness" and a certain orientation that are helpful when he begins school. However, as teachers, we know that, at this early age and under the most serious educational handicap, there is no great degree of formal education to be experienced by such immature children. Many of us appreciate the advantages of the pre-school period, but advocate such to be had on "the day at class and return home" basis, and not on the basis of residing at the school and away from mother and home. The advantages do

not outweigh the feeling of security the child needs being at home and with his mother at so early an age.

The following points indicate very clearly the advancement made and at the same time give the reasons for better teaching and preparation of the average deaf student. Because of limited space, much detail must be omitted:

1. Children begin school earlier.
2. They are allowed a longer period of schooling.
3. The classes are smaller.
4. Things being equal, the teachers at most centers of training receive better preparation to teach.
5. Teachers have better and more numerous sources of materials.
6. Teachers have mechanical equipment with which to prepare their work.
7. Work books and material for reading are readily available and helpful.
8. The moving picture camera and projector are now considered school essentials.
9. Visual aid materials, equipment, and instruction are a part of every school program.
10. Vocational training and equipment are better.
11. Group hearing aids are to be found in all schools. Some schools provide a group aid in every classroom on the basis all deaf children can benefit. Some of us, who are supporters of the use of group aids in the betterment of speech and lipreading, feel that all cannot be benefited. Therefore, we supply aids where they will do good.
12. The profession is not so divided as it has been. All are in agreement as to the importance of speech and lipreading. However, today all are agreed that the important key and goal for the successful education of the deaf child is language. One learns language through the use of language. The child sees the printed form along with the speech forms his first year of school. He reads sooner than his brother of 30 years ago.
13. Supervision of classes and shops are better.
14. Today we have achievement tests and can grade students to a degree better than we could 40 or 50 years ago. We have audiometers for the measuring of hearing loss in the hard of hearing and of the degree of loss of sound perception of the deaf child. Some schools, such as the California School, have an audiologist - psychologist on the staff. There are only a few schools, however, which have these worthwhile services at this time.
15. Most schools for the deaf are now properly classified under State Departments of Education and are recognized as part of the State public school system.
16. As a result, teacher requirements are higher and salaries better. Teaching

personnel is greater and better services provided.

17. Terminology has been "un-scrambled" to a degree and made less confusing. There is still room for improvement. Whereas 25 years ago we never heard of the "profoundly deaf," we hear it today on all sides, causing more confusion. To give it the proper interpretation, one would consider the "profoundly deaf" as the severely hard of hearing. However, numerous writers in and out of the profession have in mind the deaf child. How can a deaf child be profoundly deaf? If he is deaf, he is deaf and not "profoundly" so.

18. The use and place of finger spelling have been recognized. It is used more in classroom instruction.

19. The true manual class (non-oral) is no longer called "special class." The two mean entirely different groups today.

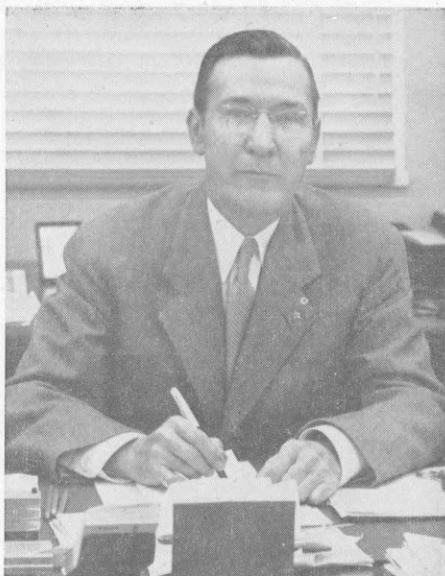
20. Large day schools have their place in the education of the deaf. The one and two day classes, with poor grading, wide age range, single method of approach, inexperienced teachers, and without expert supervision are dangerous to the education of the deaf. However, they are mushrooming throughout certain sections of the country, particularly in California. It is hoped for the sake of the child that this "fever" will not continue too long. In other states, day classes are being abandoned. There are fewer day classes than there were a few years ago.

21. Last, but not least, the parent is being "educated" and brought more and more into the picture.

It has been necessary to touch very briefly on the foregoing. One could write a very interesting article on any one of the many.

Before looking into the crystal ball to see what the ideal School for the Deaf will be in the future, I feel that a few lines should be given to the apparent and dangerous "intrusion" on the part of many "outsiders" and organizations into our technical and special field — the quick and inexperienced recommendations given regarding education in general and, oftentimes, to the already confused parent as to what "hearing" her deaf child has and how he, with a hearing aid, can fit into the regular public school classes and thus get his education.

Of all parents of handicapped children, the parent of the deaf child is the most bewildered and befuddled when seeking information as to the condition of her child, as to what she should do about it, and as to what she can expect. Of all the groups of handicapped children, the deaf have the most serious educational handicap and yet, certain officials, doctors, advisers, laymen, and some parents add an unnecessary and



Dr. Elwood A. Stevenson is widely recognized as one of the outstanding authorities on the education of the deaf. A son of deaf parents, he has spent his entire life with the deaf and understands them as few men do. A graduate of the Gallaudet College Normal Department, where he took his teacher training, Dr. Stevenson has served as superintendent of the Kansas and Minnesota schools for the deaf, and for the past 27 years he has headed the California School at Berkeley, recognized today as one of the outstanding schools in the world. His writings during the past quarter of a century have been responsible for many of the present trends in education and his sound educational policies in the California school have made it first in the nation in the number of pupils it has sent to college. In 1953 Dr. Stevenson was named "Man of the year" in education by the Alpha Sigma Pi fraternity at Gallaudet College.

tremendous further handicap by giving wrong advice and by preaching the wrong philosophy. The parent, naturally, does not do this wilfully. She does it because she follows the counsel and the information she receives from certain doctors, officials from the federal down to the city level, directors of hearing centers, certain audiologists, young inexperienced teachers, and many other self-styled "experts" and "authorities," who are "armchair" advisers, who have never taught the deaf child, nor associated with the adult deaf, who do not know the difference between sound perception and functional hearing, who label any deaf child who registers on the audiometer as being hard of hearing, who glibly and "tragically" advise the mother to purchase a hearing aid and place her deaf child in regular public school classes, who "viciously" advise the parent to stay away from the state residential schools, and never to allow her child to be "contaminated" with the use of "hand gestures" and signs. Do you now understand the poor mother's plight? With such biased, baseless, inexperienced, and inane advice, can you blame

the parent for being an "unconscious" partner in the educational crime perpetrated against the deaf child? Both are victims. When the parent finally "gets up" nerve to consult "those bad people" serving in a residential school, is there little wonder she is prejudiced and ill-prepared to hear the truth and to receive sound advice? Why should she not find herself in a "fog"? Sometimes she comes in time; sometimes she comes too late. There are many pathetic and tragic cases throughout the country resulting from careless, inexpert, and wrong advice. Deaf children who otherwise would be well-educated, well-adjusted, and happy adults are not so because of the wrong educational approach and wrong classification decided oftentimes by personnel outside our technical field, individuals who should be prevented from causing such "havoc." Only licensed, experienced, and tried personnel qualified to speak should contact the deaf child and his parent and give advice. Something should be done to avoid such wanton educational "slaughter" of children who cannot "speak" for themselves. It happens to no other group of handicapped children. Why must the deaf be singled out for such inhuman, thoughtless treatment?

The situation is very pathetic and serious and, if not corrected, could ruin the future deaf and eventually leave them without strong deaf leadership and thus place them in the position of "no protection" — no opposition to damaging procedures — no say in the future "maniacal," unscientific, and destructive recommendations and theories to be followed in our future schools. Another possible move is a "left handed" recommendation or hidden implication against the services of the trained, intelligent, and qualified deaf individual as a teacher of the deaf. What is the basis for such thinking? If nothing is done constructively and collectively to counteract these "actions," the deaf child of the next 50 years is doomed. Some readers and others will say that we are "too emotional" about the problem and therefore cannot "think straight." Call it what you will. It is the truth and cannot be denied by accusing us of being "emotional" in our thinking and feelings.

Thus far, we have been discussing conditions of the past and the present. Let us project our thinking into the future and try to visualize what the school of tomorrow will be or should be. These predictions are based on the many years of long and varied experience of the writer and are naturally slanted toward a desirable and ideal situation. There may be some who will not hold to the picture for the future.

Greater interest has been shown in

the past several years in special education. This naturally includes the deaf. More is indicated for the future. Some of this interest and emphasis has been expressed through special legislation and recommendations in many states which no doubt emanated from the thinking of a certain group of "self-styled" experts, especially as it affects our particular field. Most of it has not been entirely in the best interests of the deaf child. For the betterment of the opportunities of all other classes of handicapped, yes, but unfortunately for the deaf, no. This should be obvious and simple to understand if the promoters of this "cover all handicapped children regardless of the nature and basic differences" type of legislation would obtain the facts from those who know the facts. They should study the necessary technical approaches and the acknowledged and varied limitations in the education of the deaf. It would be more honest and charitable. After a period of "hard" experience at the expense of the deaf child, there will be saner understanding of the problem and we should see constructive instead of harmful procedures affecting the welfare of the deaf child. The thought that the deaf child is a child with a handicap and that all show differences in many ways and therefore cannot be taught by one single educational approach should be the governing factor in all matters pertaining to the education of the deaf. Our children must have this consideration or they are lost since they suffer the most difficult educational handicap of all the handicapped. They are in a class by themselves.

To be brief, the writer will take the liberty of merely listing the elements of the possible future status of the education of the deaf. At least, it is his fervent hope that this will be the situation:

1. The city school system (80,000 to 100,000 city population) will concentrate on small classes for pre-school children only.

2. No provisions in city schools for the single, two, or three special classes for the deaf. Inadequate and inefficient for proper grading and instruction.

3. The minimum for possible classification will be five classes with no more than a spread of two grades and two years (age) in a class. According to the class norm there will be 30 to 40 children in such set-up (city population or areas of 320,000 or more).

4. The size of the classes will be smaller—six to eight children in a class will be the norm.

5. There will be closer cooperation between the city special day schools and the residential schools. The coordination will be closer. The deaf child will benefit.

6. The day school graduate will trans-

fer to the residential school to secure the best opportunity possible in vocational training.

7. There will be a common course of study, grading, and years of schooling for both the day school and the residential school.

8. Teachers will be better trained and will be credentialled. The training centers will be greatly improved.

9. Because of the rapid advance in the perfection of the hearing aid, the hard of hearing child will be educated in the public schools and will no longer be found in classes for the deaf. The fact that the deaf child has sound perception and not functional hearing will be recognized.

10. There will be regular classes and arrangements for parent education and enlightenment.

11. There will be summer courses at residential schools for parent education and child "orientation."

12. As a result, the deaf child will benefit. There will be better understanding and cooperation on the part of the parent and the public and many of the school's problems will be resolved.

13. Salaries and conditions in residential schools will be better. States, in which economic conditions are below normal and financial support for schools are low, will, receive federal financial assistance so as to equalize conditions.

14. Classes will be smaller and as a result, teaching results and achievement will be better.

15. A very important phase in the full preparation of the child is that of the care and development outside the classroom. Everything will be done to strengthen this department inasmuch as this facet of the child's life plays a very important role. Much informal teaching in the fine things of life, principles of character building, and the appreciation and understanding of the practical things are to be experienced outside the schoolroom. More and closer consideration will be given to these possibilities. Stronger personnel will be sought. Whether one director for both boys and girls or two directors will depend on the size of the school, nature of duties, and the hours expected. A full, worthwhile, and constructive program of supervision and direction will require more than a 40-hour week. There will be personnel to care for the children, personnel for the recreational life, and personnel for the informal instruction carried on after school hours. The latter will qualify as teacher-counselors.

16. Because of the recognition of their importance and role, chapel services, literary societies, and Sunday lectures will be resumed in most schools.

17. Schools, that can because of larger capacity, will have high school

departments. By strengthening school courses, Gallaudet College will be accredited and will present a broader and stronger course of training.

18. Certain schools will offer evening courses in the academic and in vocational work.

19. The personnel of the school for the deaf, aside from that now found in the average school, will be:

(a) An adjustment teacher in each department of the academic.

(b) A special teacher of speech and speech reading in each department.

(c) A teacher of language activity and informal every day usage of language. This will entail special equipment among which will be found the moving picture camera and material that goes with it. Language will receive more attention and greater emphasis.

(d) Specially trained, properly paid teachers of slow learning children and the necessary special equipment will be a must.

(e) Full time librarian and adviser in reading.

(f) Full time leader of recreation and all that it implies.

(g) Psychologist-Audiologist, Liaison Officer — School, Dormitory and the home.

(h) Field Agent — Family Counselor — and Vocational Counselor (Social Worker).

20. Research will be made in the vital areas such as language, reading, speech, speech reading, methods of communication, and in the true place and value of the use of hearing aids.

21. As a result of such research, the deaf child will begin "to live" educationally. The differences among deaf children and their abilities will be recognized. He will be considered first and then the proper approach selected for him. Greater use will be made of finger spelling as one of the important approaches in giving instruction and in teaching language. The use of signs at the proper time and in the proper place will no longer be frowned upon and made the scapegoat of failures in speech and language as it has been. There will be fewer frustrated children and parents. Emotional and behavior problems will be fewer. The deaf child will understand as well as be understood.

This in short is what the deaf child deserves, and the sooner this is realized, the happier everyone concerned will be. All in the profession, including the state and city officials, should make every effort to bring these essentials to fruition so as to ease and at the same time strengthen the now uphill struggle for enlightenment and happiness on the part of the deaf child. He has waited a long time.

THE CONTROVERSY OVER METHODS

By William J. McClure

THE CONTROVERSY on methods to be used in the education of the deaf has existed since the founding of the first organized schools for the deaf in Europe almost two hundred years ago.

In about 1760 the Abbe de l'Epee established in Paris the first organized school for the deaf. The Abbe based his system of instruction upon a system of methodical signs. His work attracted much attention and the Emperor Joseph II of Austria sent the young Abbe Storck to be trained by de l'Epee preliminary to the establishment of a school for the deaf at Vienna in 1779.

At about this same time Samuel Heinicke of Germany was attracting attention by his successful tutoring of a few deaf boys. Mr. Heinicke was invited by the Elector Frederick to Leipzig where he founded a school for the deaf — the first such school recognized by any government. Heinicke based his method of instruction on the spoken word, the so-called oral method.

The controversy over methods developed when Heinicke wrote to the Abbe Storck attempting to dissuade him from following de l'Epee's method at the school which Storck was establishing in Vienna. The question of superiority of method was submitted to the Academy at Zurich which rendered a decision favoring de l'Epee's method. This did not settle the question but was the first of a long series of arguments lasting to the present time.

To American schools for the deaf goes the credit for the development of the so-called combined system making use of the best features of both the oral and the manual methods developed in Europe. Of this method the English writer, Mr. Kenneth W. Hodgson, has the following to say in his book, *The Deaf and Their Problems*, Watts & Company, Johnson's Court, Fleet Street, London, 1953, page 283: "It is this diversity, (of method) together with the wisdom which dictates that enough shall be spent instead of too little which has made American education of the deaf the best in the world."

The course of development of the combined system in America has not always been smooth. Beginning with the establishment of the first permanent American school for the deaf at Hartford, Connecticut in 1817, the system followed in America was predominantly manual although we may reasonably assume that some students with residual hearing probably received speech training from the start. However, it is a recorded fact that a number of existing schools for the deaf were offering speech instruction as early as 1850. The School

William J. McClure is Superintendent of the Tennessee School for the Deaf and Secretary of the Conference of Executives of American Schools for the Deaf. All four of his grandparents were teachers of the deaf, and his father was superintendent of the North Dakota and the Missouri schools. A graduate of Westminster College and George Washington University, he was a professor at Gallaudet College before going to Tennessee. He is also a member of the Board of Directors of the International Council for Exceptional Children.

at Hartford pioneered in progress toward a combined system when a full time teacher of speech, Miss Eliza Wadsworth, was added to its staff in 1857. The first oral school for the deaf in the United States was established in 1867.

During the remaining years of the nineteenth century and the early years of the twentieth century the controversy over methods became rather heated possibly culminating in the bitter dispute and dissolution of friendship between those two eminent gentlemen, Dr. E. M. Gallaudet, proponent of the combined system and Dr. Alexander Graham Bell, advocate of the pure oral system. The argument between these two gentlemen reached its height at the Convention of American Instructors of the Deaf held at Flint, Michigan in 1895 and resulted in Dr. Bell's withdrawal from Convention membership.

The disagreement over method has led to many quotes and misquotes in the course of the long arguments. In 1868 Dr. E. M. Gallaudet returned from an extended visit to European schools for the deaf. At a meeting of superintendents and principals of American schools for the deaf held in Washington in 1868, Dr. Gallaudet advanced the idea that deaf children in American schools should be taught speech and that considerable numbers of the children would benefit from this. This was rather radical thinking at the time and young Gallaudet was called the "degenerate son of a noble father." However, the heads of some schools for the deaf took up Dr. Gallaudet's challenge and pushed ahead in the teaching of speech to American deaf children as well as teaching by means of speech. This movement grew and at the present time virtually every child entering an American school for the deaf has very excellent oral training.

Enthusiasm for teaching speech to deaf children later reached the point where Dr. Carolyn Yale, head of one of



WILLIAM J. MCCLURE

the fine oral schools for the country and herself one of the most successful oral teachers, pointed out that the need in our schools for the deaf was not for more speech but for better speech. No one ever accused Dr. Yale of favoring the combined system or of advocating less speech. However, her statement shows that speech teaching was not uniformly successful, be the fault with the teacher, with the child, or with the system. Something was lacking in perfection.

During all the years of this seeming lack of agreement on method, the education of the deaf child has progressed rather satisfactorily in both types of schools, — the combined school and the oral school. Each type of school has its graduates to whom it points with pride and also those who are acknowledged with something less than pride. There has on occasion been a tendency for the proponents of each system to point to the less successful students educated under the opposing method as examples of what that method produces. However, on the whole, the successes and failures of one method as opposed to the other have not been due so much to the method as to the inherent capabilities and limitations of the students involved, and the skill of the teachers.

As said above, this controversy seemed to have reached its height near the turn of the century when, after the founding of a number of oral schools, enthusiasm to make all deaf children "normal" was greatest. Later as it became evident to the so-called "manualists" that there were many students who could profit from oral instruction and as some of the "pure oralists" realized that there were students who could not read lips well nor speak intelligibly there developed more of an understanding for the other fellow's point of view.

Actually the schism between the combined system and the pure oral system is not so great as it is believed to be by the parents of many deaf children nor as great as some of the uninformed make it appear to be. There is no difference of opinion on the value of the oral method for those children who can profit from it. All teachers of the deaf are in agreement on this. The point of difference lies in the question as to whether all deaf children are sufficiently alike in aptitude, ability, and intelligence to fall into the same mold and be grouped or regressed under one method of instruction.

Supporters of the combined system believe that individual differences among deaf children are so great that there are many for whom speech and lipreading will be but a poor substitute for hearing and normally acquired speech. They believe that there are some students who will not make adequate progress under the oral system and that these should not be additionally handicapped by one method of securing an education. These should be approached by another method.

Not all people are aware of the importance and the need for the deaf child to have a facile means of communication from early childhood. Children lacking the oral ability and the language to make themselves understood verbally and denied the opportunity to express themselves in other ways sometimes develop frustrations and behavior symptoms of far reaching and long lasting consequence.

I have heard many educators remark about the early educational advantage enjoyed by the deaf children of deaf parents. These children come to school with a wealth of information and an understanding of the world about them developed through early communication with their parents. This early communication is frequently via the manual alphabet or the sign language. Of course schools for the deaf try as early as possible to substitute speech and lipreading for these. However, the deaf child of deaf parents often has an advantage which lasts through a number of his early years.

Dr. Arnold Gesell, for many years director of the Clinic of Child Development at Yale University and one of the foremost authorities on child psychology, recognizes this communicative need when he states in his book, *Developmental Diagnosis*, "The cardinal objective in the management of the deaf child is the conservation of all possible communication. The most fundamental objective is not speech; although speech becomes in time a most important means toward realizing the cardinal end. Socialization to preserve the optimal

growth of personality is the practical problem."

With the development of the first electronic hearing aids some thirty years ago, there was a renewed campaign to educate all deaf children orally. It was thought that these hearing aids would reach even the most profound losses. Again after World War II the development of the vacuum tube and improved hearing aids caused a resurgence of claims for the oral method. However, even these scientific advances do not restore hearing to the deaf, — just as glasses do not help all of those with defects of vision, hearing aids do not restore a sense which is non-existent.

A survey of the graduates of the so-called oral schools for the deaf will quickly reveal that speech and lipreading alone, as valuable as they are to many individuals, do not meet the essential communication needs of the great majority of deaf persons. One has merely to examine the rolls of the many associations of the deaf scattered over the country ranging from the National Association of the Deaf down to the various State Associations. The rosters are filled with graduates from all types of schools for the deaf. The medium of communication within these groups is not oral. Many of the individual members are completely oral in contacts with hearing people — still they feel the need for a relaxed and normal social life with other deaf persons. In these same associations are many graduates of combined system schools whose oral ability is unsurpassed.

Those who insist on such rigid oralism cannot be aware of the great boon that manual language is to the deaf. It is of the greatest aid in providing a sure easily understood method of communication to supplement lipreading and speech. Without it the adult deaf could not have so many successfully functioning organizations. Through this medium the deaf are enabled to establish their own associations — literary societies, religious groups, sports clubs and many other types of organizations. Without it most of the extra curricular activities in the large schools for the deaf of the country would be severely curtailed and the beneficial influence of these activities would be lost to the students.

There are a number of highly successful oral schools in the country today. However, the more successful of these are selective in the enrollment of their student bodies. I was amused a few summers ago to read issues of *The Cavalier*, the national newspaper for the deaf, in which accounts were given of reunions at various oral schools for the deaf. At least two of the accounts contained stories of how their former prin-

cipals had "scolded" the alumni for disregarding their oral training and learning to use the sign language. If oral training had been adequate for their needs the alumni would not have needed a supplementary means of communication.

A letter received recently from the School Relations Committee of one of our most successful oral schools for the deaf illustrates the attitude many alumni have toward the oral system under which they were educated.

"March 11, 1954
"Mr. William J. McClure, Supt.
State School for the Deaf
Knoxville, Tennessee
"Dear Mr. McClure:

"Last year a school relations committee was created by the Alumni Association for the purpose of working towards the liberalization of the pure oral method of instruction at our alma mater, the School for the Deaf. Also, this committee is to collect and publicize accurate information from various sources that would help us in the attainment of this goal. . . .

"With best wishes, I am
"Yours most sincerely,
/s/
"Chairman, School Relations
Committee"

What better support can there be for the combined system in the education of the deaf?

One danger which all schools for the deaf must ever be on the alert to avoid in their emphasis on speech and lipreading and on the use of residual hearing is the tendency to teach and to direct methods toward those who are hard-of-hearing but not deaf. Because of their residual hearing, these are the students who will respond most readily to oral methods. The method succeeds so well with these students that the truly deaf child is sometimes relegated to the

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limbo of educational neglect.

Perhaps the opinion of the executives of most American schools for the deaf regarding the methods in controversy can best be expressed by the Report of the Special Committee on the Educational Charter of the Conference of Executives of American Schools for the Deaf. The report of this committee as it appears in the minutes of the Twenty-fourth Regular Meeting of the Conference of Executives of American Schools for the Deaf, Vancouver, Washington, June 29, 1953, is as follows:

"Basic Principles Relating to the Education of the Deaf.

"The handicap which deafness imposes upon children is all too little understood due to the relatively small numbers of such children as compared to children who are able to acquire their education in ordinary public schools. However, it is undoubtedly true that the approximately 22,000 children in our special schools and classes for the deaf present one of the most complex of educational problems. An understanding of these problems can only be acquired through actual association and experience with deaf children. While as modern science progresses, the medical clinics and speech centers have made increasing contributions, the fact remains that experienced educators must be relied upon to formulate the educational program for the deaf child.

"1. The educational goals for the deaf child are the same as those for any child in that the aim is and must always be to provide him the fullest and broadest opportunities possible to acquire educational skills, the effective means of communication, and to develop personality, character and all the traits necessary for good citizenship to the optimum of his ability.

"2. The complexity of the educational problems of the deaf and the special needs relating to communication and language acquisition, make it imperative that the best possible facilities which may be adapted to their educational program should be made available to deaf children in all parts of the country.

"This should recognize the fact that in order for a deaf child to get from a school all of the full and rich benefits to which he is entitled, that such schools should be organized in such a manner as to permit them to have their own buildings and facilities, and to have a sufficient number of pupils to allow for efficient gradation and supervision and also to enable the school to provide a broad program of extra-curricular events and sports which are such a valuable part of school life.

"3. a. The special needs of the deaf child cannot be met without an adequate number of well trained and devoted

teachers. In order to meet these needs, every encouragement should be offered to young men and women of proper character and background to enter this field. Well planned training centers must be maintained through the cooperation of schools for the deaf and universities and the curriculum of these training centers should conform to the standards established by the Conference of Executives of the American Schools for the Deaf.

"b. Every effort must be made to give each child as great a command of communication as possible, and programs in schools for the deaf should aim to utilize all possible hearing and to impart the ability to read lips and to speak to every child as fully as his capacities permit.

"c. In any program, however, it is imperative that the individual needs of all deaf children be recognized and provided for by whatever means of educational procedure is most suited to the needs of the individual child.

"d. All deaf children should be afforded an opportunity to secure vocational training in connection with their school work which would enable them to make the best use of their abilities in later life, and to further this program, a strong guidance program must be maintained."

According to Kenneth W. Hodgson in his book, *The Deaf and Their Problems*, Watts and Company, Johnson's Court, Fleet Street, London, 1953 — after we have considered all of the advantages of oral teachers, "we have still the problem of how to avoid mental retardation when a child's speech is only embryonic and

quite inadequate to the insatiable needs of growth. If a child fails to achieve a good oral standard, and is prevented from achieving a competence in manual language, then the child suffers the worst of both worlds."

And continuing "To the Americans, the European oralist teachers were taking too limited and unrealistic a view of a deaf child's education, seeing it too much from the teacher's angle and insufficiently from the standpoint of the child's future in society. They contended that the new race of oral teachers were too concerned to show off a brilliant speaking pupil in his teens and too little concerned to be able to show a happy and successful adult; that they thought of the school life as an end in itself, instead of only a means to an end."

The diversity of methods in America has served to stimulate both the advocates of the combined system and the advocates of pure oralism. The feeling of competition and the desire to excel has caused the adherents of each method to devote every ounce of energy and every bit of skill to improving the method and giving the children the best possible education.

In all this discussion little has been said concerning the attitude of the adult deaf themselves towards methods of instruction. Educators of the deaf would do well to remember that there are a great many, capable, intelligent, serious minded deaf persons who can give excellent advice concerning methods of instruction to make their handicap as minimal as possible and which at the same time will enable them to lead the most happy, useful and successful lives.

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IGNATIUS BJORLEE

THE ABOVE CAPTION is significant because of its apparent simplicity and should lend itself excellently to the preparation of a thesis. As is the case with many problems involving the deaf, the question becomes one of misconceptions on the one hand and of self evident conclusions on the other. With a mind centered solely on the welfare of the deaf child we approach the subject.

There are certain qualifications a teacher must possess in order to be successful. Scholastic training must hold a prominent part. By nature an individual must possess an aptitude for the work. A prime requisite is sincere interest in the welfare of the child. Personality, cooperation, loyalty, coupled with moral character, are among the essentials.

The successful teacher is one who instills in the mind of a child a desire to learn. The growing need for knowledge in our complex social and economic world makes this imperative and requires ability to clearly inculcate in the mind of a child not only cold facts but the presentation must be in virile form. The communication of ideas must be couched in terms that are clear. The mind of the child must be open to receive the idea rather than expend most of his effort in the mechanism of conveying the idea to the mind.

Truly we are living in a changing world. The statement is more true today even than a decade ago. At that time we could not visualize the true significance of the expression. With the entire world in a state of flux, every phase of life is being studied and through research and surveys men are probing deeper into all of our activities.

DEAF TEACHERS OF THE DEAF

Yesterday - Today - Tomorrow

By Ignatius Bjorlee

For one hundred and fifty years the education of the deaf was left in the hands of men and women whose leaders were practical and whose sole ambition was to ascertain and to meet the future needs of the deaf children. From its very inception, the education of the deaf in our country was on a high level and operated on a strict utilitarian basis. Vocational training in our public schools was an outgrowth of the type of instruction given in the early schools for the deaf.

It is quite generally conceded that the education of the deaf in the United States has given the best type of training to be found anywhere in the world, as judged by the achievements of its graduates, who may be found in every line of activity save where hearing is an absolute essential.

A great deal of interest is today being centered upon our educational methods. Men of highest scholastic attainment are devoting their talents toward mechanics and surgery in an effort to alleviate the condition or to prevent the onset of deafness. Those interested in the education of the deaf eagerly await each new development and a great deal has been accomplished. Unfortunately, however, many of these men are lacking in the practical knowledge concerning deafness and the deaf. Their labors fail to recognize facts that later become evident in lives of the deaf. This is especially true of the extravagant assertions made concerning the use of hearing aids and in the attitude toward speech and lipreading. They fail to realize that the most difficult problem in the educational field is to give deaf children a thorough and well rounded education. The social, economic and spiritual needs of the deaf are frequently ignored. In his earlier years the deaf child expresses his wants and desires through gestures, hence it is but reasonable that through an interpretation of these gestures children can develop normally as do hearing children in discussing their petty problems. It is not essential that the period of inquisitiveness should be suppressed for the lack of a spoken vocabulary.

Despite fear of repetition, it is essential that we turn back the pages of history in order to get a correct background. Men, who themselves were deaf, were among the leading exponents in establishing schools for the deaf in various states and in localities where no such schools existed.

A veteran educator of the deaf, Dr. Ignatius Bjorlee has been Superintendent of the Maryland School for the Deaf for thirty-five years, during which time he has held practically every office of responsibility in the profession. Universally respected as a true friend of the deaf, he was among the early leaders seeking the right for the deaf to drive automobiles, compiling a booklet on the deaf driver which is still widely used. A native of Minnesota and a graduate of St. Olaf College, Dr. Bjorlee received training as a teacher of the deaf at Gallaudet College and began his teaching career in the New York School for the Deaf.

Going back to the very beginnings of the education of the deaf in this country, we are reminded that Dr. Thomas Hopkins Gallaudet who in 1817 established the first permanent school for the deaf in the United States, had the good fortune to meet with a highly educated deaf gentleman by the name of Laurent Clerc of France, who was persuaded to come to the United States and assist in founding the Hartford School. Since that time, there have always been giants among the deaf who have devoted their entire energies toward the founding of schools for the deaf. Familiar to many are the names of such men and the states in which they established schools: Mr. Thomas H. Coleman, Florida; Mr. Lars M. Larson, New Mexico; Mr. Philip A. Emery, Kansas; Mr. William S. Smith, Oregon; Mr. A. R. Spear, Raleigh, N.C.; Mr. H. C. White, Arizona; Mr. W. C. Ritter, Virginia School for Colored Deaf; Mr. J. W. Woodward, Arkansas; Mr. William B. Swett, Beverly, Massachusetts, and Mr. Delos A. Simpson who established a day school for deaf children in Missouri.

There is some advantage in a long tenure of service and it has been my privilege to know personally, and in many instances, to be associated with prominent deaf teachers of the twentieth century. Among those who have been a lasting influence and an inspiration to me are Mr. Edwin A. Hodgson, Dr. Thomas Fox and Mr. William Jones of Fanwood. Dr. Amos Draper, Dr. J. Burton Hotchkiss and Mr. James Dennison of Gallaudet College; Mr. George M. Teegarden of the Western Pennsylvania School. Others of this period who contributed largely through their writ-

ings and, or, their authorship of text books were: Dr. J. L. Smith, Minnesota; Dr. J. Schuyler Long, Iowa; Miss Edith Fitzgerald, Virginia; Mr. George Wm. Veditz, Colorado, and Dr. George M. McClure, Kentucky, together with others who have contributed valuably to the school magazines.

In discussing the deaf teacher it follows quite logically that considerable reference be made to the combined versus the so-called pure oral system. The pure oral advocate is radical in his views, whereas the combined system adherent is open-minded. To epitomize his views we may quote from the constitution of the Convention of American Instructors of the Deaf, where the last paragraph under "Objects" reads as follows:

Fourth. As an association to stand committed to no particular theory, method or system, and adopting as its guide the following motto: "Any method for good results; all methods, and wedded to none."

Unfortunate indeed is the fact that although all educators of the deaf are agreed as to the value and importance of stressing speech and lipreading, the large majority realize that methods suited to the hard of hearing cannot be applied to the deaf and that the method must be suited to the individual, not the individual to the method.

It is erroneously contended by some that the late Edward Miner Gallaudet, President of Gallaudet College, was opposed to oralism. Nothing is further from the truth. To quote a resolution written by him and delivered at the Convention of American Instructors of the Deaf at Berkeley, California, in 1886:

"Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor."

During that same convention we further quote a "middle of the road" educator, Dr. Philip G. Gillette, superintendent of the Illinois School:

"I wish here to say, in the fear of God, that he is not a friend of the deaf who throws anything in his way that will prevent his acquiring speech or the art of lipreading."

May I call attention to the fact that Dr. Harris Taylor, of New York, one of the strongest advocates of oral instruction, was himself a master of the sign language, and I was with him on one occasion when he addressed members of his alumni association at the entrance of the Lexington School, using the language of signs.

Dr. A. L. E. Crouter of Philadelphia, another staunch advocate of oral instruction, but also versed in signs and on occasion appreciative of their work, declared during a meeting with his staff that signs were very prevalent and "Why

not use signs if necessary, all the deaf know them."

Mr. George William Veditz, a graduate of the Maryland School and of Gallaudet College, later President of the Colorado Association of the Deaf, related a conversation which he held with Dr. Alexander Graham Bell. The conversation was of some length and while the former spoke fluently, having lost his hearing after acquiring speech, but could not read the lips, Dr. Bell responded in clear finger spelling.

Among the teachers in our residential schools there is a considerable number who are deaf. Recently the Certification Plan directed by the Conference of Executives of American Schools for the Deaf was modified to more adequately provide for deaf teachers to secure the Class A Certificate. Deaf teachers can not derive full benefit from courses in many of our training centers, or summer courses. By thus making special provision for deaf teachers the Conference firmly established its faith in the deaf teacher.

The deaf teacher must recognize a degree of handicap in this as in all other walks of life and if worthy of her position, will make ample return through extra-curricular activities. One outlet is through literary programs. A number of teachers have over a period of several years, devoted every Saturday evening toward this activity. Many are skilled editors or contributors to our school papers. Being deprived of some of the social activities, they participate more freely in athletic and social events of the school.

The ranks among leaders in athletics in schools for the deaf are largely manned by deaf coaches, who perform magnificently.

Without aiming to be facetious, did

you ever witness a game of basketball with deaf participants where a controversy developed in which the players settled their argument by word of mouth? I am reminded of a gentleman who sat in an upper gallery watching a baseball game in which umpires, managers and players were in dispute, when a gentleman in the balcony was heard to remark "I wish my aunt was here so she could tell me what they are saying, you know she is deaf and a good lip-reader."

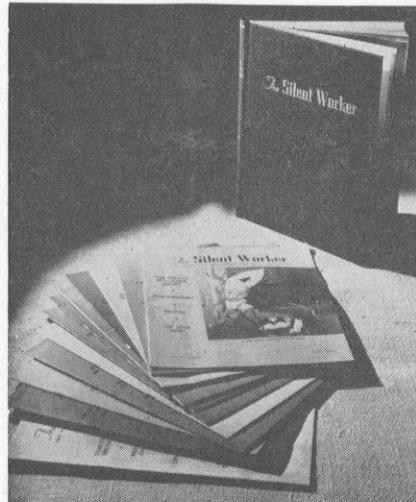
Instructing in our vocational training departments provides ample opportunity for the deaf teacher. The most valuable advice of students about to enter upon a career is frequently given by the deaf teachers, who, because of personal experience and familiarity with deaf employees, are in a better position to give advice and encouragement than is the hearing placement bureau representative.

Religious observances, in many of our schools, naturally fall to the deaf instructors because of their ability to explain to an assemblage of the deaf, through the language of signs, the abstract ideas involved.

We venture no plea for the deaf teacher as a vocation. The matter must be solved solely on the merits of the individual. Gallaudet College has made special provision for students to select a course in normal training. There is always room at the top and despite the ascendancy of oralism, there is ample room for deaf teachers of the deaf who will diligently strive to qualify themselves and thus merit the appointment.

Recognition must be given to the teacher, who in the judgment of former pupils has done the most toward guidance and inspiration. Frequently this palm goes to a faithful deaf teacher.

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The Intelligence and Ability of the Average Preparatory Student from a State School for the Deaf

By Ed. Scouten

If one is to consider the matters of intelligence and ability of the average Gallaudet preparatory student from a state school for the deaf, it might be advisable to consider him in connection with the complex problems of training which he presents and at the same time define his obstacles as well as his goals. In readying state school graduates for Gallaudet College, one must consider two factors: first, is the level or grade achievement attained by the average incoming preparatory student; second, is the level of achievement required for successful work in the freshman year of college. Between these two points one finds a tremendous academic gap which ranges in many instances from a ninth grade achievement level to that of the eleventh grade. The courses in the Gallaudet Preparatory Department are calibrated for the twelfth grade in senior high school. Immediately one may see that a state school graduate having a ninth or tenth grade achievement must perform a phenomenal feat of "academic splits" if he is to bridge the gulf which separates him from the freshman year of college. To enable the student to perform this trick is the mission of the Gallaudet Preparatory Department.

The Preparatory year at Gallaudet College should be considered a year of transition because of the marked shift in academic emphasis. This shift is due to a change in objectives. The state schools aim to equip their pupils with the essentials of learning and living. Their training is primarily concerned with the "world of things" and its corresponding "labels" or words to express those "things." Academic work on the college level is not so much concerned with the

"world of things" as it is with the "world of ideas." Hence, the introduction to this new world of "pure" concepts is made in the Preparatory year. Particular stress is given to the business of conceiving ideas and rendering opinions based on reason. Keeping in mind then the problem of the academic gap plus the all-important problem of transition from the "world of things" to that of pure concepts, one sees that a better than average order of intelligence is a prerequisite to success.

The large percentage of candidates for Gallaudet are admitted through the selective process of a competitive entrance examination. By this means the prospects indicate their achievement qualifications and academic potentialities. Occasionally students possessing unique qualifications may be admitted despite other apparent deficiencies. Such deficiencies are frequently due to no innate mental inadequacy on the part of the individual but instead they merely reflect his lack of opportunity.

One of the elements which keynote the learning atmosphere of the Preparatory year is that of *pressure*. This is, of course, essential to bridge the aforementioned academic gap. The pressure is brought about by placing the students more and more upon their own in matters involving judgment and initiative. This is necessary to counteract the habit of teacher-dependency which develops in the students during their twelve to fourteen years in the state schools for the deaf. This lack of independence or self reliance presents a terrific block to the average student during his initial months in the Preparatory Class. The block, it may be observed, is not innate nor is it of the student's own making. It is instead a cultivated thing, a kind of negative by-product of the educating process which hides from the student his own boundless potentialities.

The Preparatory year is actually a period of re-conditioning or readjustment for the student during which time he becomes acquainted with his own capacities. That he can assimilate twelve to fourteen pages of text material comes invariably as a revelation to the average student who has never before done more than to nibble on proverbs and fill in the blanks. The required three hours of study each evening which at first seem so appallingly long to the beginning Preparatory student soon seem much too short a period for all the work he is re-



Edward L. Scouten is an experienced teacher of the deaf, both in different state schools for the deaf and in Gallaudet College, where he is now professor in English. During the war years he was Supervisor of Special Education with the United States Army and an instructor of speech reading.

quired to do. This also is a revelation for the reason that never before has he been expected to give his mind and energy to an adult assignment. Those many beginning students who have never before been required to keep in memory word for word any text longer than the Pledge of Allegiance, find the memorizing of thirty-two consecutive lines of Shakespeare a mental feat quite beyond anything which they ever supposed they could do. None of these activities is considered remarkable for hearing students of average ability nor are they remarkable for deaf students of average ability if they have been provided with the proper educational opportunities.

The intelligence of the average state school graduate admitted to the Preparatory Department is quite adequate to meet the academic demands of the course. His abilities however, to assume responsibility, demonstrate initiative, conceive ideas, compare values and use imagination are all, for the most part, in a latent state. The awakening of these potentials within the student consume no small part of the work in the Preparatory year. If the majority of the schools for the deaf throughout the United States would recognize these latent powers within their pupils and begin to cultivate them in the early intermediate years, the problems of academic transition from the state school level to that of the college level would be considerably minimized. As far as the average deaf child's intelligence and ability are concerned, he is wanting in no way excepting in his need for a chance. As was written once before, "The secret is merely opportunity."

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THE ATHLETIC ACHIEVEMENTS OF DEAF PARTICIPANTS

By Art Kruger

IN INDUSTRIAL LIFE and social periods we deaf people are reminded, consciously or otherwise, of our handicap and that we are "different" from others. But in sports—well, that is another matter. There we are all right. In the field of athletics the deaf have been successful. Some have even acquired national or state fame. In our opinion the winning of the state high school basketball championship by the Nebraska School for the Deaf in 1931 is the greatest athletic achievement recorded by a deaf team to date.

The Deaf Omahans won 30 consecutive games without a single loss that season. They raced through the Waterloo district tournament by scoring 120 points in three games; the Fremont regionals with 127 points in four games, and then won the state title at Hastings, defeating the highly favored Crete high school team, 17-11, in the final round. Nebraska School for the Deaf, a school of 25 boys, only eight of them having the physique demanded by interscholastic competition, was not the only champion.

J. Frederick Meagher, now deceased, was National AAU 108-pound champion in 1918 and 1919. We believe he was the first deaf to win a national title. Glenn Smith was another deaf national wrestling champion, when he took the 145-pound title in 1919. He played center on the Notre Dame football team way back in 1912 and 1913, and on the same team was his classmate—the immortal Knute Rockne. Both Meagher and Smith were members of the Gary (Indiana) Y. M. C. A. wrestling team which won the National A.A.U. title in 1919 and which is considered the greatest A.A.U. team ever assembled.

Morris Davis, representing the 92nd Street Y.M.C.A. of New York City, won the National A.A.U. 15-kilometer walking championship in 1936. The Arkansas School for the Deaf at Little Rock won 13 consecutive state A.A.U. wrestling championships from 1929 to 1941. The team was coached by a diminutive deaf man, Nathan Zimble, a graduate of Gallaudet college, who for years had been principal of that school. In all to date the school has chalked up some 20 state A.A.U. championships. The same school also won the state Class B high school basketball title in 1949. It is not unlikely that the Arkansas team could have won among the Class A entries if it had had the opportunity. It defeated some crack Class A high school outfits during the course of the season.

Angel Acuna, of the Arizona School



*Art Kruger needs no introduction to regular readers of *The SILENT WORKER*, for he has served as its sports editor for six years. A graduate of the Pennsylvania School for the Deaf and of Gallaudet College, Kruger has developed the sports program of the deaf world into a national organization. He originated the first basketball tournament among the adult deaf, and he was founder of the American Athletic Association of the Deaf.*

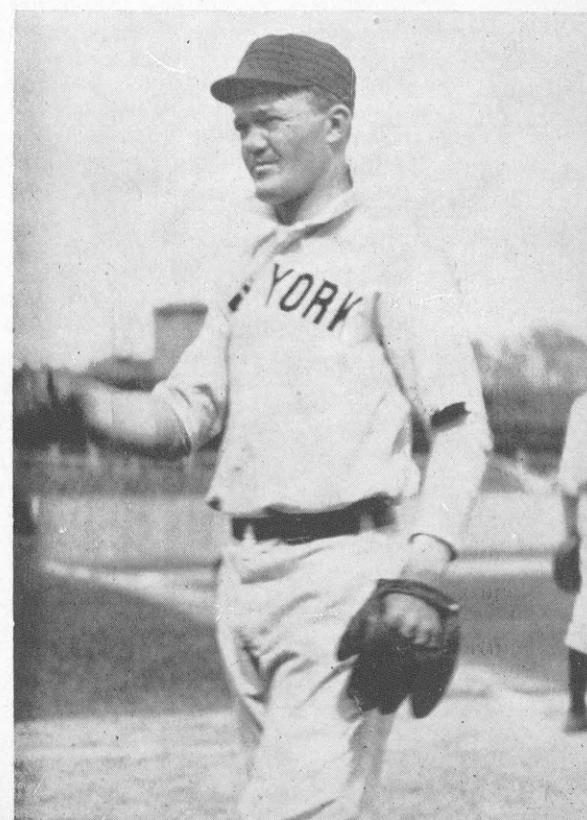
for the Deaf at Tucson, was picked for the All-America high school six-man football team in 1938. Rolf Harmsen was the first deaf athlete to win a state high school championship in track, winning the 100-yard dash in the North Dakota state finals in 1921. Donald Thurnea, of the Minnesota School for the Deaf at Faribault, was undefeated state high and low hurdles champion in 1939. He skipped the 120-yard highs in :15.3, and covered the 200-yard lows in :23.6. Robert Miller, of the Kansas School for the Deaf at Olathe, was state high school 100-yard dash champion in 1947. John Chudzikiewicz, of the Illinois School for the Deaf at Jacksonville, won the Polish World's Olympic javelin throw in Warsaw, Poland, in 1933. Joe Hill, of the California School for the Deaf at Berkeley was one of the outstanding state high school shot putters in 1936. So was Ted Hames, of the North Carolina School for the Deaf at Morganton, who was undefeated in 440-yard competition in 1951. Edward Rodman, of the New Jersey School for the Deaf at West Trenton, lost only once in the 100-yard dash in seven years of competition from 1929 to 1935. Larry Marxer, of the Iowa School for the Deaf at Council Bluffs, was state high school high jump champion in 1940.

There are no deaf players in organized baseball these days. The last decade or so has seen the abandonment of baseball in most of our schools for the deaf, especially Gallaudet college. It will be remembered, however, that around the turn of the century several of our schools for the deaf as well as Gallaudet college had nines which made names for themselves in competition with other teams of that day. There were several

players to reach the major leagues and more played in the minors. The best known of these probably is Luther "Dummy" Taylor who was a member of the New York Giants from 1902 to 1908, managed by the immortal John McGraw. As a running mate of Christy Mathewson and other great Giant pitchers of that time, Taylor won 85 games and lost 59. Another popular deaf player of the era toward the end of the last century was William E. Hoy, an outfielder. Up until several years ago the large cities which boasted sizable deaf populations often had baseball teams of their own which performed in local amateur or semi-pro circles, often under the names of Silents.

Athletic teams in all schools for the deaf in the country compete with high schools in football, basketball, baseball, track, and wrestling in their interscholastic sports schedule. The eligibility rules for deaf athletes are the same as those of the hearing high schools. Several schools for the deaf have been admitted to membership in state high school athletic associations. Through membership their teams have been in contact with some of the strongest teams in the conferences, and the showing made by their boys in each contest has been nothing but commendable. As a whole they have been able to make creditable records in spite of the advantage the high schools have over them in the large number of eligible players from which to select.

Sports are fine for the deaf. Many of them who gained much in self confidence and needed aggressive characteris-



Luther Taylor as a pitcher with the New York Giants, a teammate of Christy Mathewson.

tics in sports are now successful in the business world working alongside hearing people. The relations of all schools for the deaf with hearing high schools are increasingly helpful and pleasant. Interschool relations give the deaf athletes the opportunity to make friends with their opponents, and such friendships have been continued for many years after they left school. In sports competition the deaf gain much in qualities of character and contacts with hearing folks that could not be gained in any other way.

The schools for the deaf as a whole play fine football because their boys are especially fond of that sport. They have the temerity to challenge hearing elevens which have weight advantage of between 15 and 30 pounds to the man, and beat many of those teams. The deaf lads, as one puts it, seem to have a natural aptitude for taking hard bumps and feeling no hard effects. Who originated the huddle in football? How many persons know the answer to that one? The origin can be traced back to players at schools for the deaf. It was used at Gallaudet college long before it was taken up by other college teams.

The Goodyear Silents of Akron, Ohio, are still one of the nation's best remembered and highly commended of deaf football outfits. Organized in 1916 the Goodyear Silents football team, made up of star players from the schools for the deaf and Gallaudet college, grew stronger year by year until the end of the 1920 season, when the post-war depression hit the Goodyear Tire & Rubber Company and necessitated the laying off of many of the players. Nevertheless the team, augmented with a few star hearing players, carried on until the end of 1925. Every year they played tough schedules, taking on the best amateur and semi-pro teams in Ohio and nearby states and always finished the season with the great majority of their games in the win column. The 1918 team went through the season without a loss and laid claim to the semi-pro championship of the middle west. In 1919 the team won all but one game, and in 1920 they again won all their games and laid claim to the championship. By 1919 their reputation had reached up into Canada and they were challenged by the Windsor Blue Jackets, who had not lost a game for two years. Invited down to Akron, the Jackets were easily smothered, 115-0. On another occasion, in 1920, the Silents invaded Washington, D.C., where they tackled the strong Rex Athletic Club, which was composed of former college stars, some of them All-Americans, and which in previous few years had been meeting and defeating all comers. The Silents easily won this game, 21-6. In four years, starting with



William E. Hoy, for 20 years a big league outfield star. At the turn of the century he set a record for fielding assists that has never been equalled.

the season of 1919 till the last game in 1922 with the Akron Pros, the Goodyear Silents won 39, lost three and tied three and scored 1,100 points to their opponents' 161.

As far as we know, there were at least fifty undefeated schools for the deaf grid teams during the past fifty years. The 1947 outfit of the Texas School for the Deaf at Austin was the greatest school for the deaf eleven of all time. In going through that season undefeated and untied, the Austin boys scored 516 points in nine games, 12 points more than the all-time college team record for a single season, which was made by Army in 1944, and emerged probably as the nation's highest scoring high school gridiron team of all time. Only 13 points were made against Texas by its two foes.

Several deaf have competed in Golden Gloves tournaments. Outstanding was Eugene "Silent" Hairston, who waded through 61 amateur fights with only one loss, winning the New York Golden Gloves lightweight championship in 1947 and following it up by copping the Intercity Golden Gloves welterweight crown the same year in Chicago, where he was the hit of the show. Now he has a wonderful record in professional boxing in the middleweight class.

James Burke is remembered in the deaf world as the first deaf pro fighter. He was one of the greatest of the British heavyweights and one of England's most colorful fistic characters. Other deaf fighters who have made good in the pro ring were Tom "Silent" Martin of New York, Fred Mesa ("Dummy Mahon") of Texas, William O. Dilsworth ("Dummy

Decker") of Maryland and Hilton "Fitzy" Fitzpatrick of West Virginia.

There are several deaf who were professional wrestlers. Greatest of deaf pro wrestlers of bygone days was "Silent" Olsen Condell, or William Sutka, his real name. He retired from wrestling after many years in the game. During his younger days he was one of the foremost rasslers in the world. He had to give up the ring while still going strong on account of a weak heart. The best known deaf pro grappler of late years was "Silent" Everett Rattan. He was fast and clever, and an exponent of the flying scissors and other fancy holds. He held the world's junior middleweight title from 1933 to 1934. He was a great drawing card wherever he wrestled and if he still wrestled he would be a grappling sensation on TV!

One of the outstanding pro basketball teams of yesteryear was the Silent Separates of New York City. Captained by diminutive Joe Worzel, that outfit was a constant headache to the Original Celtics, Rens and Visitations, regularly scheduled opponents of the deaf team.

The deaf even have their own national athletic association. The American Athletic Association of the Deaf (AAAD), since its humble conception in Akron back in '45, has progressed by leaps and bounds. Termed an entertainment that would go over only in the larger cities, it has exhibited its wares from coast to coast, in the midlands and in far-off Texas. The AAAD has gotten around, it has covered a lot of territory, it has added to its prestige as the years rolled by.

The teams competing in the 10th annual National Basketball Tournament of the AAAD held at Kansas City, Kan., recently, played a much faster game, handled the ball much better and were somewhat more accurate in passing than the teams of other years. The tournament, too, revealed many outstanding individuals, boys of great basketball instinct and natural ability. The AAAD tournaments, by the way, enabled us to observe outstanding deaf cagers coming out of schools for the deaf, such as Nat Echols, Angel Acuna, Clyde Nutt, Larry Marxer, Marvin Tuttle, John Jackson, Carl Lorello, and, lately, Ed Ketchum, who was picked as the outstanding player of the recent tournament.

The deaf also have their own Hall of Fame, which was created in 1952 at Houston, Texas. To date five players and three coaches have been admitted.

And the deaf have their own world athletic organization, called the Comite International des Sports Silencieux. Founded in 1924, the C.I.S.S. conducts the International Games for the Deaf, patterned after the Olympics, every four years in European cities.

The Industrial Potential of the Deaf

By Ben Schowe

A CASUAL REVIEW of employment trends for deaf workers over the last fifty years might give the impression that the upsurge of job opportunities in war time was no more than a passing phase in a never-ending "feast or famine" existence. The feverish activity of World War I was followed by the dismal 1930's, when the make-work of WPA was the last resort of so many. All the gains of wartime—the upgrading, the great fund of practical job-experience, and the wider distribution of deaf workers over more industries—were soon dissipated in the frustration of the depression years that followed.

In most respects, World War II was a close parallel to World War I so far as deaf workers were concerned. Will history also repeat itself in the postwar years? Are all of the war time gains to be dissipated once more in the normal pressures of job competition? Can no means be found to preserve them for the future advantage of the deaf?

Naturally, no categorical answers can be attempted for questions of this sort. Nevertheless, a careful appraisal of all the component factors today may provide some helpful insight into the probabilities of the future. At least one new element was injected into the situation towards the close of World War II when the federal Office of Vocational Rehabilitation began to take a more active interest in employment of deaf workers. Is this interest merely another palliative? Or are we justified in regarding it as broadly constructive?

Actually, not all of the gains during World War I were obliterated in the postwar depression. The industrial potential of deaf workers survived in memory at least and the niche they had carved for themselves was slightly expanded in World War II.

There are no statistics to substantiate that observation, but it did appear that deaf workers were more widely distributed, both industrially and geographically, in World War II than ever before. It is encouraging to note that such gains can be held even over a

period of distressing doldrums for business generally, such as the 1930's.

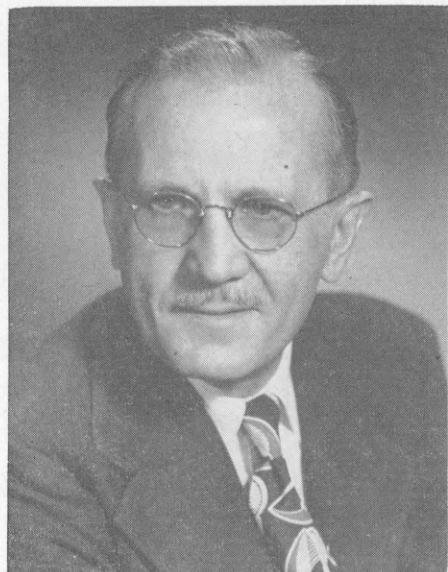
Reduced to its elements, there is really no room to doubt the industrial potential of the deaf. With the penetration of the social scientist, the late Dr. Rudolf Pintner boiled it down to this: "The deaf child is more nearly on an equal footing with his hearing brother in those motor capacities which are essential for industrial success."

This was not a new discovery, of course. It simply brought the authority of science to bear on a commonplace of everyday experience. Most of us can go a long step beyond that and point to instances when these "motor capacities" have produced not only great athletes, but outstanding artists, painters, sculptors, etchers, architects.

There is no apparent limit to the possibilities. For the ordinary purposes of life, these "motor capacities," given point and direction by processes of education which include an integrated program of vocational training, represent a fund of industrial skills which the social scientist values as a definite social and economic asset.

Deafness, as such, does not appear as a bar to the exercise of those skills, and the deaf adult—theoretically, at least—is admirably equipped to function as a self-sufficient "economic man"—a productive citizen who pays substantial income taxes on top of all other taxes. Yet . . .

Towards the end of the 1930's, while the nation was still wallowing in the slough of the depression and many a hard-pressed worker turned to the Work Progress Administration as the only source of employment, some of the top policy-makers in Washington put their heads together and decreed that deaf workers could not qualify for WPA jobs. It was a knockout blow. By implication, this economic deaf man we have envisioned was erased from the picture with one sweep of a powerful arm of government. If the government-sponsored WPA would not employ the deaf, who would?



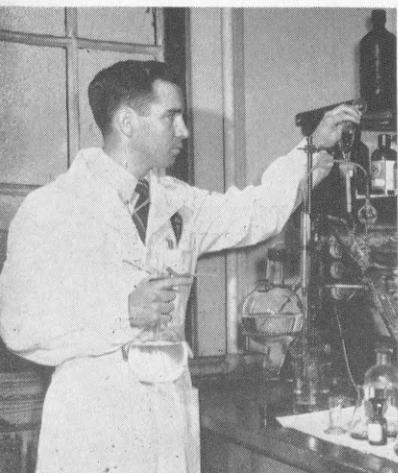
BEN SCHOWE

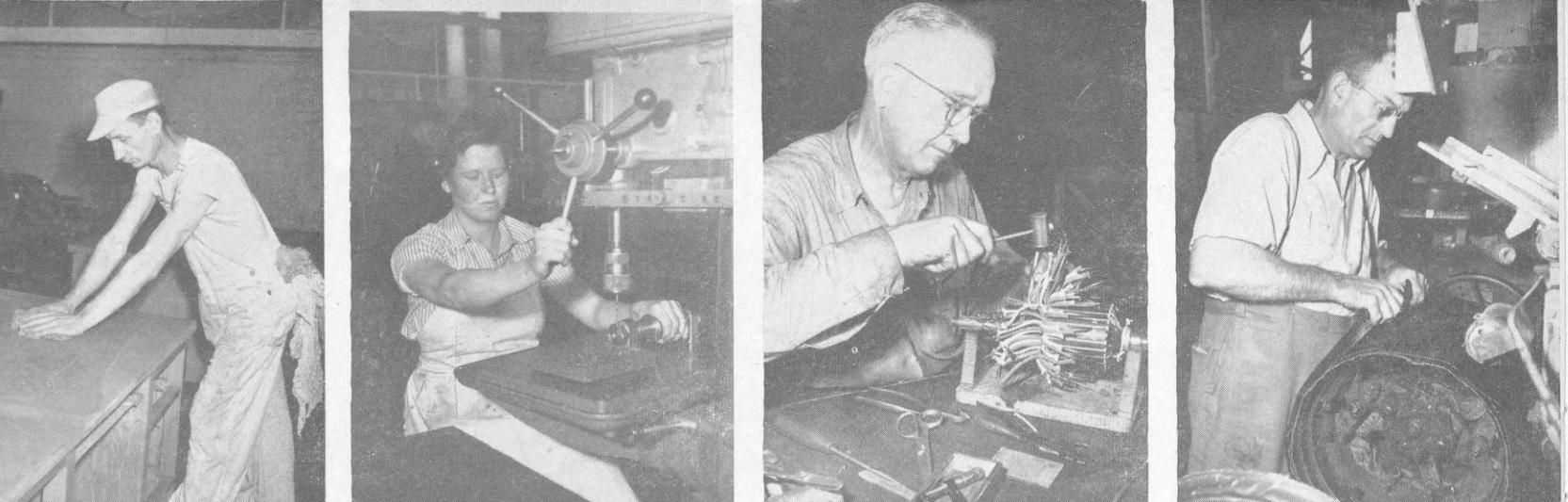
By dint of some fast footwork on the part of deaf workers immediately affected, plus the good offices of Dr. Arthur L. Robert, president of the National Fraternal Society of the Deaf, the offending regulation was blotted out before it had a chance to do much harm.* But the misconceptions which were the primary source of that regulation could not be obliterated so easily. They were too widely distributed in other areas. Even with normal "motor capacities" sharpened by vocational training, a gap still remained between man and job which deaf workers found it hard to bridge.

In the dark days of the WPA, even some of the school superintendents were beginning to lose confidence. Why provide training in skilled crafts for deaf boys and girls who could hope for nothing better than common labor in actual practice, they asked themselves? At that time, many people were steeped in the doctrine that the American economy had reached "maturity," was over the peak and probably starting to pick up momentum on the down side.

*As it happened, the National Association of the Deaf was not in a position to act promptly in this emergency. It should be noted, however, that the N.A.D. is designed for just such service and in recent years has advanced rapidly in perfecting its facilities.

Below are four typical scenes of deaf persons at work. Left to right: a chemist, a printer, a research chemist, a riveter.





More deaf workmen in typical jobs: A furniture refinisher, a drill press operator, an armature winder, a tire builder. The workers pictured on these pages are or have recently been employees of the Firestone Tire & Rubber Company, Akron, Ohio.

Only a few of the educators were afflicted by such doubts. Nevertheless, this surely marked a critical juncture in the education and employment of the deaf. Even a faint trace of this notion could poison the wellspring of the normal aspirations of the deaf at their source.

The late Dr. Percival Hall and Dr. Irving S. Fusfeld undertook to deal with this situation in a characteristic way. When the Conference of Executives of American Schools for the Deaf convened in Washington in 1939, one evening was set aside for a symposium on "The Deaf Adult at Work." Four deaf people, experienced in different lines of endeavor, had been invited to read papers outlining opportunities and achievements of the deaf in their respective fields.

It would be foolish to pretend that this program alone turned the tide. Nevertheless, it does stand as a convenient marker for the point where the outlook of self-respecting deaf workers probably struck rock bottom, in modern times at least.

Not long after, business and employment picked up all along the line. Within three years, this country was at war and the school executives soon became apprehensive that deaf workers were

being enticed away from good permanent jobs by the allurement of high wages in temporary defense industries.

In three years, the employment situation had made one complete revolution. From deep concern over too little industrial opportunity, the educators had veered around to worry because there was too much.

Not only are the deaf peculiarly vulnerable to ups and downs in the level of employment, but the measures which can be brought to bear to relieve the worst aspects of the downswing have only a narrow, local application in every case.

Means could be found to deal with the unholy WPA regulation. And we could regenerate, after a fashion, the lagging faith of a few educators. But there were no known means by which we could reach the tens of thousands of private employers who, if favorably disposed, could regularize employment more nearly in line with normal experience.

When there are more jobs than workers, as in wartime, a few knowledgeable employers can quickly absorb all available deaf workers. But when jobs are not so plentiful and job competition enters the picture, our "economic men" must be more thinly dis-

tributed over a greater number of employers.

It is not necessary to labor this point, but it helps some to observe just how this works out in detail.

When the work force in a plant where deaf workers are customarily employed is expanded from 10,000 to 20,000 in war time, there will be jobs for all available deaf workers in a region covering several states. When the process is reversed and the plant re-adjusts back toward normal, some deaf workers are likely to be retained, but some will have to find other markets for their newly won skill and experience.

Normally, their prospects would be good. Consumer industries would be expanding at this time and employment would be available for those who could qualify. Too often, however, deaf workers find that the bulk of these postwar employers "know not Joseph." They are sceptical and evasive when the deaf worker points to his record of war time experience as a job qualification.

Under the circumstances, it is not surprising that many deaf workers believe they are the victims of purposeful discrimination. It requires thoughtful reflection to recognize any distinction between the "evasion" which the deaf worker encounters and the "discrimination" which is said to afflict certain other minority groups in some situations.

There is an important difference, however, and it can help a great deal if we understand just what that difference is.

There is no real malice in the "evasion." There is only doubt and misinformation. Once they get through the employment office and safely installed on a job, deaf workers almost invariably are accepted on their individual merits by their associates of the rank and file. There are even some instances when they have been active morale builders for the whole plant or department.

The highest hurdle our "economic man" must take, therefore, is in the employment office. But "discrimination" is hardly the word for it. Theoretically, the employer does not hire skill and ex-

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perience, as such. He hires working parts for the particular industrial organism which is in his charge. In the very nature of things, only the employer can have this concept of a functioning whole. From his point of view, hiring is much like buying parts for your car. You would hesitate a long time before buying a Ford part for your Plymouth or Chevrolet. For a similar reason, the employer hesitates a long time before hiring a deaf worker who may not "fit" in his organization as a whole.

He probably has techniques and training programs for apprentices, for women, for foreign born, and perhaps other categories of beginners. From experience he knows how to fit each of them into his organization. He has no similar fund of experience with the deaf.

The natural reaction is for organizations of the deaf to attack this roadblock with "publicity." "Success" stories are featured in nearly all journals of the deaf.

This approach also is woefully inadequate, however. Such "publicity" only rarely reaches its target. Nor does it contain the kind of technical information which the employer thinks he needs.

If this kind of publicity were our sole reliance, the outlook today would be little different from that at the end of World War I. Not only could we expect much of the war borne shop experience to be dissipated in joblessness, but we would anticipate also a general downgrading for deaf workers in the slow process of re-employment.

It is at this point that the federal Office of Vocational Rehabilitation has stepped in. Through peculiar resources of its own, it has opened up channels of communication that lead—indirectly perhaps, but influentially—right up to the inner sanctum of nearly all employers in this country, large and small.

Not only are the full time rehabilitation workers keyed to the job, but Mr. Boyce R. Williams, consultant on the

deaf and hard of hearing in the OVR, has found means to broadcast the word generally throughout the public employment service.

Fully developed, his methods should make it possible for a deaf job hunter to walk into any public employment office in the land and find at least one official who is familiar with his industrial potential and who knows enough about induction techniques to answer intelligently any questions the employer is likely to ask.

This does not mean that there will always be a job waiting for every deaf worker who wants one. It means, simply, that the qualified deaf worker can find an experienced advocate in nearly every public employment office and can go about the business of finding a job "more nearly on an equal footing with his hearing brother."

In any event, a gleam of promise shines far down the road. The goals before us are clearly marked.

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Church Work and Deaf Ministers in America

By the Rev. A. G. Leisman

WHEN THE FIRST permanent school for the deaf in America was started in Hartford, Conn., in 1817, it also marked the beginning of real religious instruction for the American deaf. For the founder, Thomas Hopkins Gallaudet, was also a clergyman and it was his aim that the three R's be augmented by another in the form of religion.

"O Almighty God," Gallaudet wrote in his private diary, "Thou knowest my desire is to be devoted to Thy service and to be made the instrument of training the deaf and dumb for Heaven."

The early schools for the deaf were headed by clergymen and laymen with strong religious inclinations. In fact, the Bible was included as one of their important textbooks. The pupils in those days spent longer hours in religious instruction than do the pupils in today's residential schools.

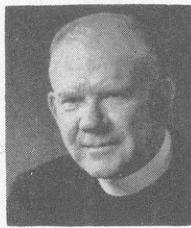
History records are silent on what was done in a spiritual way for the deaf in the period between the Pilgrims' landing and the dawn of the nineteenth century. The Puritanic attitude of the zealous forefathers in all probability held rigidly to St. Paul's tenet that "faith cometh by hearing," and that therefore the road to salvation was closed to the deaf. Also it was thought that the lack of speech indicated an inability to properly assimilate the meaning of divine approach.

"The ancient idea was that speech was an instinct and not an acquired art," David Wright states in an article in *Time and Tide*. "Aristotle had laid it down that 'those who are born deaf all become senseless and incapable of reason.' So it was considered hopeless to teach them to speak."

Even the brilliant Dr. Samuel Johnson, who in 1773 visited the first school for the deaf in the United Kingdom, described deafness as "the most desperate of human calamities." It remained for the abbots and others actuated by zeal to save souls to take a more optimistic view. Spain, France and Italy were said to be the leading nations in helping to teach the deaf in order that they may attend masses as well as to give them legal status.

Early attempts to teach speech to the deaf in America, and ultimately bring them to God, were frowned upon. Up to a century ago the opinion prevailed in some law-making bodies that to teach speech to the deaf was a violation of the Creator's purposes; that if God really intended the deaf to speak He would have given them that power.

So we honor Dr. Gallaudet for his three great contributions—the introduc-



The author of this article, the Reverend Arthur G. Leisman, of Milwaukee, Wisconsin, is one of the most brilliant of all deaf writers. One of the 33 deaf men who have been ordained Episcopal priests, he ministers to the deaf in the dioceses of Milwaukee, Chicago, and Western Michigan. He has spent most of his life in service to the deaf, helping create the Wisconsin State Service Bureau for the Deaf, of which he was director. He was president of the Wisconsin Association of the Deaf for many years, before deciding to devote his full time to the ministry.

tion of the sign language, the founding of the first bona fide school and the inauguration of concrete religious instruction for the American deaf. It should not be forgotten that Gallaudet learned the manual method from the saintly Abbe de l'Epee in France, who was successfully illuminating the deaf in spiritual matters.

It was the Protestant Episcopal Church which gave us the first fully ordained deaf minister. The Rev. Henry Winter Syle was consecrated a deacon in 1876 and priest in 1883. He was a remarkable deaf man, born of missionary parents in China.

When the question of admitting the deaf to the Holy Orders came up, several bishops and others objected. But the Rt. Rev. William Bacon Stevens, bishop of Pennsylvania, who ordained Syle, defended his action in the following eloquent pronouncement:

"For the first time in the history of the Christian Church authority will be given this day to a deaf and dumb man to preach the everlasting Gospel, to stand in God's house and to minister in God's name. Why do we ordain this person now? Does not the Bible forbid such a thing? I answer no.

"There are certain defects and blemishes set down in the 21st chapter of Leviticus, but among the 12 things named as disqualifications for the priestly office, deafness and dumbness are not included. We find further in St. Luke that Zacharias, a priest who was dumb, did continue to minister in his office in the temple of God.

"Do not the ancient canons forbid such an ordination? Again I answer no.

The only one of the canons of the early Councils which at all speaks of this class is the 78th of the Primitive Canons, commonly called the 'Apostolical.' This says, 'If one is totally deaf or blind, let him not be made a Bishop; not that he is thus defiled, but that the affairs of the Church may not be hindered.'

"As this is the only canon which at all bears upon the case, there is no canonical bar to the candidate before us. The people to whom this deacon will officiate can, as a congregation, be ministered to only through the sign language. When therefore we find a man truly prepared, spiritually and intellectually, to minister to this peculiar people, in their own special mode of intercommunication, we feel that we are but following the leading of God's providence in setting him apart for that holy work."

Since then about 33 deaf men have been made priests in the Episcopal Church by the laying on of hands. Other denominations, except the Roman Catholic and Lutheran churches, have opened the way for qualified deaf people to become ministers. The Lutheran church, we are told, has recently lowered the barriers, but the restrictions remain high.

There are about 250 men and women in the United States who are working as full-time ministers and missionaries or on a part-time basis. Of this number only a few are deaf. The Roman Catholic and Lutheran churches lead in having hearing ministers who preach in the sign language. Both maintain a number of parochial schools for deaf children.

The Episcopal, Baptist and Methodist churches are the most active among the other denominations in ministering to the deaf. The Baptists especially specialize in Bible classes for adults.

Among the brethren are deaf lay readers and zealots engaged in literature distribution. Here and there are choirs who render hymns in beautiful signs. Church organizations are not few in number.

A number of hearing sons and daughters of deaf parents have donned the cloth or become active in church work among the deaf. Their lifelong contact with the sign language and with the problems of the deaf is a definite asset. In fact, it may be said that those who have mingled with the deaf at least a good share of their life make the best ministers in this field.

For the minister to the deaf, be he deaf or hearing, has to handle a wide range of chores. He is philosopher, interpreter, parliamentarian, counselor, peacemaker, in short a friend in need.

Sunday schools for deaf children who attend day schools are virtually unknown. The pupils in today's residential schools do not have the benefits that old-timers look back upon with much gratitude. Except for a few ministers and lay leaders who gather the children together on occasion or every Sunday of the school year, there is a dearth of willing hands.

In the first three decades of the twentieth century, Sunday school classes and chapel services at residential schools were the rule rather than the exception. In those days the regular academic teachers took charge on Sundays, in some cases right in the classrooms.

Today very few teachers seem willing to do more than 40 hours of work during the week. Copying union regulations in industry, most teachers stay away from the campus on Saturdays and Sundays. Can it be that the almighty dollar has undermined the spiritual fervor of the early 1900's?

Small wonder then that most deaf children leave school with little knowledge of the finer instincts of life. It is extremely difficult to get these people to come to church when they have started to earn a livelihood. There is much more appeal in sports with which they are more thoroughly familiar.

But while the decline of religious instruction among deaf children is alarming, we can and should make our church programs so attractive that the graduates will come to call them their recreation. We must open the door to youth fellowships and clean activities, just as social centers are maintained by some denominations to draw the people off the streets and ultimately inoculate them with the sense of divine belonging.

While educators match wits in improving curriculums, it is surprising that they, many of them Christians, steer clear of even the fringe of religion. As the Rev. W. A. Westerman said at a Social Service Conference for the Deaf, "We are today very much concerned about the physical and mental development of our deaf. This is as it should be. Physical and mental development, however, is not enough. The greatest need, and most important factor, is the growth and development of the soul—the spirit . . . We find it again and again that deaf children have no, or little, interest in church and Sunday school because there was nothing done in the home and often in school to arouse an interest in things religious."

Very few churches and missions of the deaf are self-supporting. Church pledges and offerings are seldom enough to support a minister, who must receive financial aid from his territorial headquarters. A missioner to the deaf frequently travels long distances, in all kinds of

weather, the deaf being so widely scattered. This involves added expense.

The pledge system is not satisfactorily received by the deaf as a whole. They seem to have acquired an assumption that they should be helped, but to help others is hard. They want to receive concrete things for the dollar they spend. That the church is a place where Christians should expect to give, of their selves and of their means, and not look for charity, seems difficult for some of the deaf to grasp. They have not been taught to give for intrinsic values.

In a convention address two years ago one speaker spoke on "The Dividends Are Due," meaning that when a deaf person has finished school he should begin to pay back to society, in whatever way is noble, for society's interest in educating and training him. In other words, freely ye have received during school days, freely give in your community life.

Self-respect is a favored jewel of the deaf, yet it has no shine without religious knowledge, without serving the Creator. Self-respect properly seasoned means a looking around, a wanting to be of help to others. It is no secret that where suppers are given in connection with a church service the attendance is greater than it would be otherwise.

The greatest stumbling block in any effort to make the deaf join a church is perhaps deafness itself. When we consider the fact that hearing people would feel lost without music and singing in church we can readily see how important the ears are in nurturing the soul. "Music hath charms." Music is the open sesame to intrinsic values.

Necessarily, a service for the deaf must have a longer sermon—and an interesting one—to make up for the silent organ and muted voices. Here the deaf are all eyes and no ears. Sometimes the lighting effects cause strain on the eyes. Those of the deaf who do not understand the signs have a more difficult time. Lip-reading in a church pro-

gram is not impossible, but many words are bound to be missed.

The church must make its program so attractive that the physical desires of the deaf will be gratified in a clean atmosphere, and thus those who never had religious training would come to meet and like religion.

It is to the glory of the church that it recognizes the right of its ministers to preach the Gospel "in such a tongue as the people understandeth." And the glory has a brighter hue where the church looks favorably upon a well-matured deaf person wishing to be set apart.

Christ said, "Go." Christ did not specify conditions. He wanted desperately all who could and were in love with God to spread the Word. "And teach all nations." Yes, even the nation of those who live in silence.

The field is ripe for more and more deaf harvesters. The automobile makes it possible to contact more deaf people than ever before.

The reason for the lack of increase in deaf ministers is not the fault of the churches. Only a few deaf men approach the intellectual attainments of a normal college man and very few possess the required qualifications for the ministry. Faced with the need of seminarian training after college graduation, the qualified deaf man finds the industrial payroll more attractive.

Consequently our imperative need is to get hearing men interested enough to take up the torch. These men will have to learn the sign language and understand the background of the deaf world. But their sermons need not be the deep pondering type usual in hearing churches.

We owe the great progress of the deaf, educationally, economically and spiritually, to those who honor and love God. Without their understanding heart, moulded and nurtured by Biblical truths, the deaf would not be as well off today as they are.

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The National Association of the Deaf

By Byron B. Burnes

THE NATIONAL ASSOCIATION OF THE DEAF had its beginning in 1880, when deaf representatives from numerous states gathered in Cincinnati, Ohio, at the First National Convention of Deaf-Mutes. They came from most of the eastern states, and from as far west as Kansas and Nebraska. The Association was organized with 81 members, many of whom are still remembered among our people and honored for their brilliant leadership.

The objectives of the meeting and of the Association in the beginning were modest. They were described briefly in a paper read by one of the delegates. He said,

"The object of this Convention is to bring the deaf-mutes of the different sections of the United States in close contact and to deliberate on the needs of deaf-mutes as a class . . . We have interests peculiar to ourselves, and which can be taken care of by ourselves."

In other words, the Association is an organization of the deaf—no longer admitting to be deaf-mutes—established to work for their own welfare. Its functions have been described more recently as:

1. A clearing house for information.
2. Dissemination of publicity.
3. Citizenship rights on a basis of equality and justice.
4. Cooperation with all agencies in the effort to improve educational facilities.
5. The prevention of discrimination against the deaf.
6. A helpful union with state associations of the deaf.

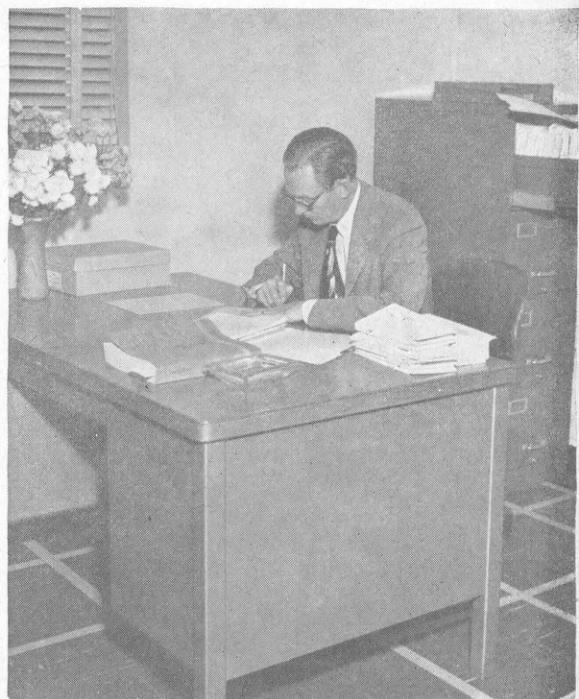
Since that meeting in Cincinnati in 1880, the N.A.D. has engaged in many activities to improve the lot of the deaf, socially and economically. The status of the deaf today, as compared with that of seventy-five years ago, is so vastly improved that the deaf enjoy the same general citizenship privileges as anyone

else. The N.A.D., of course, can not claim credit for all this improvement. Neither can the school system, nor any other agency. It has come as a result of the combined efforts of all, and all these efforts, helpful as they have been, have been small indeed when compared with what they might have been with more effective working conditions and more united action.

In the early days of the automobile, the deaf were generally denied the right to drive and it was through the efforts of the N.A.D. and many friends of the deaf that the ban was gradually lifted and finally has practically disappeared. The N.A.D. led a successful effort to open Civil Service employment to the deaf, and during the depression years it helped deaf workmen find employment in the Public Works program. These are but a few of its activities on behalf of the deaf, and they serve to indicate the nature of some of the work of the organization.

These few instances of victories for the deaf won by the N.A.D. were important not only for the immediate results they achieved, but also in the publicity that accompanied them. They attracted attention to the general capabilities of the deaf. On occasions the mere act of writing a letter on N.A.D. stationery—bearing the imprint of a national organization—has brought favorable results.

In 1940, when the N.A.D. held its Nineteenth Triennial Convention in Los Angeles, it was clear to many that the Association had reached its maximum potential under the existing system. Without more efficient working methods it would never be able to expand or to increase its service to the deaf beyond the point it had reached. It operated under the direction of spare-time, unpaid, officials, who were of necessity more concerned with their daily livelihood. Many of its projects were handled



BYRON B. BURNES

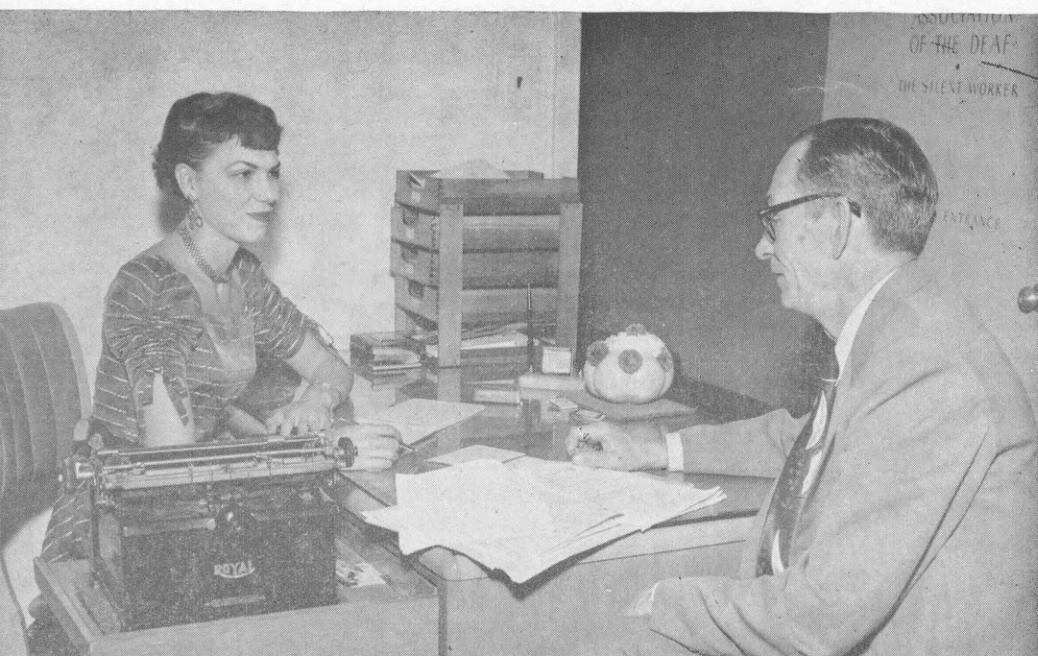
by standing committees, the members of which, like the officials, were spare-time workers. Both officials and committee-men were doing, and had been doing for years, all they could possibly do. In the meantime, the organization had expanded to the extent that it was becoming impossible for spare-time officials to keep up even with such details as membership records and routine correspondence. The expanded organization brought an increasing number of demands to which the officials simply could not give adequate attention. It was decided to inaugurate an extensive campaign to obtain funds for the establishment of a home office with a full-time working staff.

The idea of a home office was not new. Farsighted officials early in the century had pointed out the approaching need for a home office, and an endowment fund had been created which it was hoped would ultimately become sufficiently large to sustain the office. Growth of the fund was slow and spasmodic, depending upon the attention it received from succeeding administrations.

It was decided at the Los Angeles convention to concentrate the efforts of the Association on increasing the endowment fund, but World War II was upon us and the deaf of the nation, the same as all other people, contributed of their energies and their surplus cash to the war effort.

At the Twentieth Convention, held at

President Burnes confers with office manager Rene Epding on N.A.D. business to be handled during a day at the office.



Louisville, Kentucky, in 1946, it was decided to resume the effort to increase the endowment fund. The total amount in the fund at that time was \$14,752.82. From then until the 1949 Convention at Cleveland, Ohio, the fund was increased to \$22,000.00. By the time of the next convention, at Austin, Texas, in 1949, it had become apparent that, due to changes in money values, it would be almost impossible to build up a fund with an income sufficient to sustain a home office, so the Endowment Fund was closed out and the amount on hand was invested in high grade securities. At this time it amounts to approximately \$32,000.00.

While the campaign for funds was in progress, a small office was opened in Chicago, to be used as headquarters for the fund campaign, and the first vice-president of the Association, who lived in Milwaukee, was in charge of the office. At the Austin convention it was decided to make this the official home office of the Association, but the sudden death of the vice-president the following winter made it necessary to move the office to Berkeley, California, where it could be under the direction of the president. Membership fees and dues and contributions, part of which went into the Endowment Fund, now are used for maintenance of the office.

In educational matters the N.A.D. has always stood for the combined system, the same as do practically all our residential schools. The very first resolution adopted by the N.A.D.—at its second convention, in 1883—expressed its stand in favor of the combined system, and it has repeated the resolution at every convention.

The combined system has suffered from propaganda directed against it. People in many places have come to consider it the method indicating instruction by means of the sign language, and this misunderstanding has been encouraged by certain factions. Use of the combined system in a school means that the school is equipped to promote understanding for its various types of pupils, by oral means, by writing, by finger spelling, or by the sign language. It uses any or all these methods to the best advantage.

In its support of the combined system, the N.A.D. has been accused of favoring what some have called the "sign method." It has been accused of condemning oral methods. Contrary to the accusations, the N.A.D. advocates the method best suited to the individual child. It does not condemn oral methods of instruction. The adult deaf appreciate the

value of speech and lip reading, but they insist upon other means for those pupils who can not progress orally.

The N.A.D. does vigorously oppose what is known as the "pure oral" method, which forbids communication in the sign language anywhere in the school or on the school grounds. The N.A.D. maintains that it is criminal to take from the deaf child his only means of ready conversation. There are countless children who simply can not acquire the ability to read lips and under the pure oral method these children are neglected. The N.A.D. is opposed to propaganda which would have the public believe that by subjecting a deaf child to training in speech and lip reading we can "restore him to society." The N.A.D. objects to any implication that the all-important factor in the education of the deaf is training in speech and lip reading, because we know so many of the deaf can not develop these skills. When a child is forced to spend the most precious hours of his life in a futile attempt to acquire something he can not use, he is being denied his opportunity for educational advancement.

The N.A.D. supports residential schools for the deaf as the best means of providing a well-rounded education for all the deaf. It opposes the agitation in certain quarters for education of the deaf in small day classes in the public school system. Where any day school exists, it advocates a close, strong relationship between the day school and the state residential school.

A visitor to the N.A.D. office in Berkeley will find it a busy place. At present it is staffed by an office manager, a clerk-typist, and a part-time assistant. The president spends part of each day in the office. Besides the routine office work, such as keeping membership records, hundreds of letters are written and mailed each month. Inquiries are received from all parts of the country, and all are answered. They seek information on the deaf, and they come from welfare workers, clergymen, employers, parents of deaf children, and many others.

The office has published and distributed thousands of pamphlets in an effort

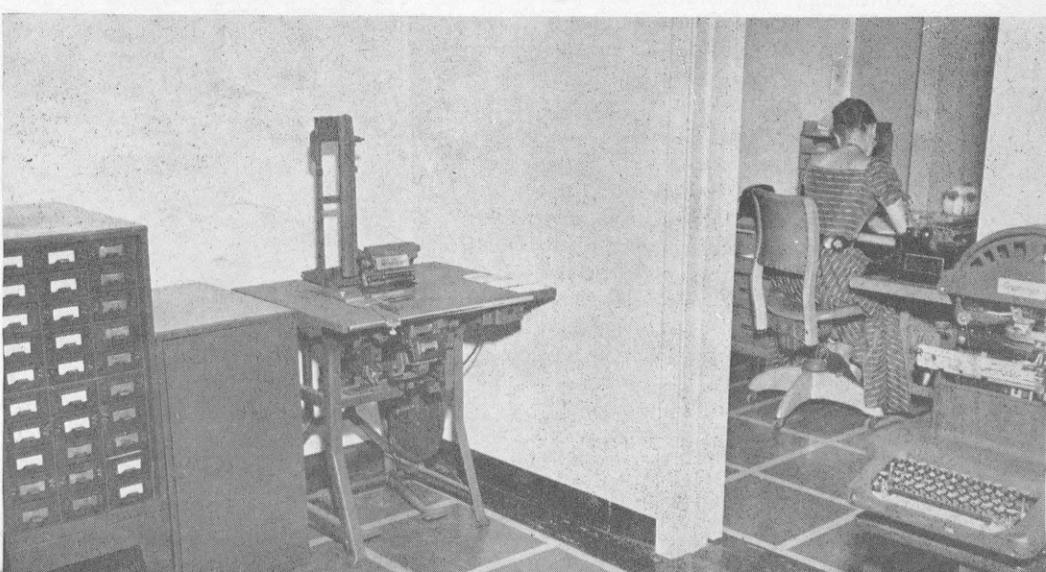
to acquaint the general public as to the truth about the deaf, and this publication, *THE SILENT WORKER*, is mailed from the office. Its work is constantly hampered by lack of funds, which prevents its engaging in a greater amount of publicity activities.

It is hoped that in the not too distant future the Association will be able to staff the office with at least two of its officials working on a full-time basis, and when it is properly staffed it will be able to engage in a greatly increased volume of public relations activities. Among the plans for the future is a complete library of material on the deaf, which will be useful to research workers seeking authentic information.

The Association has grown rapidly during the last few years. The work which was formerly done by the president and the secretary in their own homes during their spare time, is now carried on in a modern office. Among its affiliated organizations are most of the state associations of the deaf and a large number of local clubs, and the future promises still greater growth and increased service to all the deaf.

Byron B. Burnes, President of the National Association of the Deaf, has been actively connected with the Association for twenty years, serving first on its Education Committee and then as Secretary-Treasurer. He has been President since 1946. He is a graduate of the Alabama School for the Deaf and of Gallaudet College, later receiving degrees from Augustana College in South Dakota and from the University of Chicago.

*A teacher of the deaf, he is now on the staff of the California school at Berkeley, having previously taught in Colorado, South Dakota, and Minnesota. He has edited school publications for close to thirty years and is now editor of *The California News*, published at the California School, as well as of *THE SILENT WORKER*. This article on the N.A.D. has been compiled from speeches and papers he has written on previous occasions.*



Part of two rooms at the N.A.D. office. In the foreground is seen addressing equipment. *THE SILENT WORKER* is mailed here.

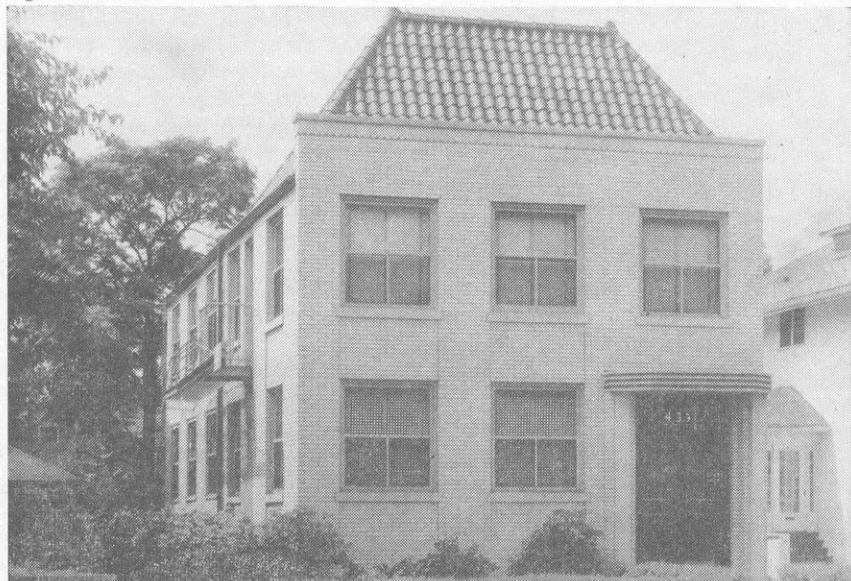
The National Fraternal Society of the Deaf

By Frank B. Sullivan

A GLANCE at the modest two-story structure which houses the Home Office of the National Fraternal Society of the Deaf does not give the impression that within is the heart of the largest organization of the deaf in the world. No ugly signs mar the beauty of this yellow face-brick and stucco building at 433 South Oak Park Avenue in the village (also largest in the world) of Oak Park, Illinois, and its appearance would strike one as being a simple apartment building. Its well-kept grounds, the hedge bordering the front and the wide variety of flowering shrubs running along its side lend a home-like atmosphere. From within comes nothing but the sound of busy typewriters and the ringing of the telephone.

Looking straight ahead as you enter the building, you will be confronted by a plaque which states simply, though proudly, that the N. F. S. D. was established in 1901 and re-incorporated in 1907. A United States flag and a Canadian flag flank the plaque to denote areas of operation of the Society.

A neat row of five desks run along one side of the main office you are in and sunlight streaming through four large adjacent windows lends an aura of



The Home Office of the N.F.S.D. Owned by the Society, this building was erected in 1936.

tionately known, was made from a photograph by the late Jacques Alexander, a member of the Society and a painter of note in his time.

You are next shown the vault, which, for size, leads one to exclaim over the

cubby-hole appearance of what should hold over \$3,650,000 assets of the Society. Naturally, however, only a small amount of cash is in the two safes in the vault. The major portion of the money is invested mainly in preferred stocks, high grade bonds, and first mortgages. Cash reserves are deposited in four different banks in Chicago and one in Canada. The vault serves its purpose well in storing the Society's books and important papers at the close of each day's business.

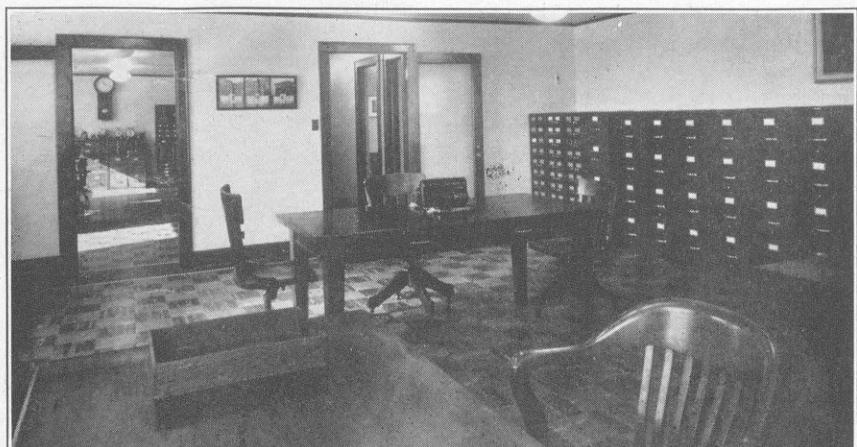
The vault, library and main office occupy the first floor, so we now explore the second floor. Here is located the supply room which holds various supplies for Home Office use and for Division secretaries and treasurers, a spacious room occupied by two clerks



brightness and cheerfulness. Oak-paneled walls give a luxurious touch to this office. The desks are occupied by two stenographers and three officers—the Grand President, Grand Secretary-Treasurer and the Assistant Grand Secretary-Treasurer. One of them will be ready to greet you and, if you are a stranger to the premises, conduct you on a "tour" of the building.

First you will be led into the conference room and library where row upon row of books on just about any subject are available for reference. In this room hangs an oil painting of former President Francis P. Gibson. The painting, a striking likeness of Gib, as he was affec-

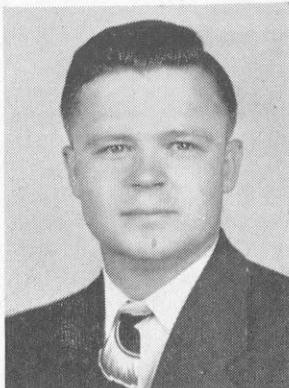
Left, main office on the first floor of the N.F.S.D. building. Officials of the Society and clerical assistants occupy these desks. Below, file, stock, and service rooms on the second floor.



who audit the financial reports received from over 105 treasurers from all over the United States and Canada, a cloak room and various service rooms.

Next on the "tour" is the basement into which, if you are over six feet tall, you are led with the precaution to beware of overhead pipes. A quick look will tell you that you are now in the print shop. Despite its size, it is compact enough to handle the printing of almost all forms used by the Society. The two platen presses, lead and slug case, stone table, foundry type cabinets and makeup table are all conveniently arranged for step saving.

Probably the first thought that comes to mind after the "tour" would be the spaciousness of the present quarters maintained since 1936. It is a fact, however, that the Society has outgrown



A graduate of the Montana School for the Deaf and of Gallaudet College, Frank B. Sullivan is a former teacher of the deaf and for the past ten years he has been an official of the National Fraternal Society of the Deaf, being at present Assistant Grand Secretary-Treasurer. He became deaf at the age of ten.

its present home. Land has already been purchased for the construction of a much larger building. In 53 years, the Society has come a long way, and continues to grow. For example, in 1938 the Society paid out \$35,000 in death benefits and \$20,000 in sickness and accident benefits as compared to \$88,575 in death benefits and \$39,000 in sickness and accident benefits in 1953. Membership now totals close to 10,000. Since its organization, approximately two and one-half million dollars have been paid out in benefits. Insurance now in force is past the seven million mark. The standing of the N.F.S.D. is second to none. In fact, it leads the 15 largest insurance companies in the world in assets for each \$100 of liabilities, in net interest earnings, in surplus per \$1000 of insurance and in mortality savings.

The Automobile and Deaf Drivers

By Casper B. Jacobson

STANGE AS it may seem, nobody invented the automobile; it just developed. Its development is traced to the time when the wheel came into use prior to 4000 B.C. As the wheel grew in usefulness other additions to the wheel evolved. Wheeled vehicles

developed in great variety from the simple cart to impressive and beautiful coaches of royalty (1) to the present-day creation of the streamlined and beautiful automobile.

The first gasoline automobile made in this country is generally acknowledged to be that produced by Charles and Frank Duryea in 1892. However, their car was not the first. In 1770, a Frenchman, named Nicola Cugnot, built a steam carriage for Napoleon to give greater mobility to his artillery. Heavy and awkward with a boiler suspended in front, it could negotiate a top speed of two and one-half miles an hour, but it was forced to stop every few hundred feet so that its boiler could generate more steam. It made only one trip. On its second it overturned and poor Cugnot fled into exile, disgraced (2).

The internal combustion engine was more or less successful until Gottlieb Daimler, a German, derived motive power from the burning of a mixture of kerosene vapor and air within a cylinder in 1885. He used the engine on a bicycle. In the same year another German named Benz built the first automobile in Mannheim and drove through the streets of Munich, Germany (3).

The gasoline engine is an American contribution. In about 1890 R. E. Olds organized and began building the first automobile. This was the forerunner of many other factories that followed.

Roads at first were unpaved. On rainy days it was a common thing for automobiles of those days to get stuck in the mud and made subject to a rib "Get a Horse," or if the car broke down, a popular song, "Get Out and Get Under" made its debut in 1913 (4). When there wasn't any rain for some time the roads became so dusty that the wearing of linen dusters was a smart thing to do.

At the turn of the century, the main product of petroleum refining was kerosene, used chiefly for lighting. Gasoline was a waste product which refiners used to throw away or burn off in pits. After gasoline automobiles began to move

ahead of electrics and steamers in sales the first decade of the century, general stores, hardware stores and sometimes drug stores offered gasoline for sale to motorists. They usually stored the explosive stuff well away from buildings and locked up the tanks after dark. In time, some of them got square tanks, mounted them on wheels and equipped them with pumps, which were wheeled out near the curb at the opening of business in the

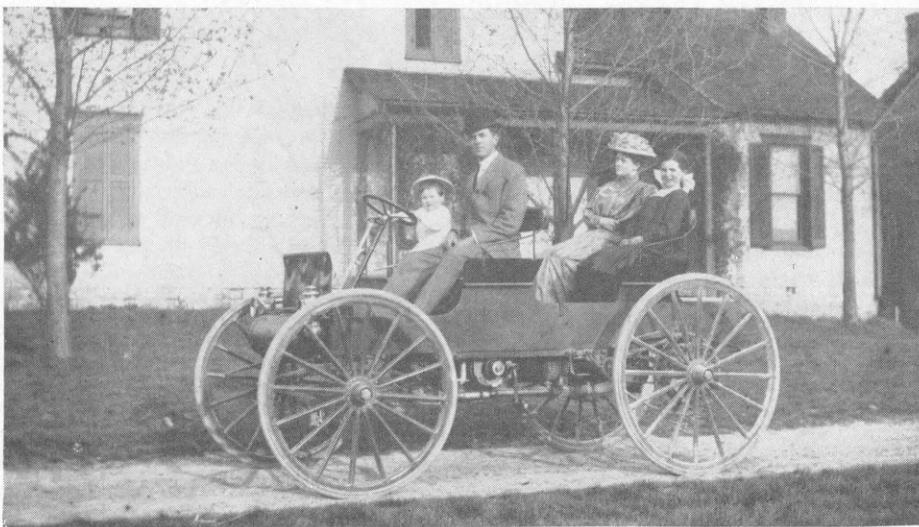
morning and put away in a safe place at night. The filling station evolved in that manner (5). In 1917 the Standard Oil Company opened its first filling station in the United States, which was at Young and Oak Streets in Columbus, Ohio.

It would be interesting to record the first deaf automobile drivers in America, but as that is not possible without making a comprehensive survey, we are unable to list them at this time. We do, however, have information that the father of John Wurdemann of Washington, D.C., is said to have driven a car prior to 1902. Mr. Roy J. Stewart, also of Washington, D.C., states that Albert Heyer of St. Johnsbury, Vermont, is one of the oldest drivers he knows. Mr. Robert E. Binkeley states that John L. Boyd of Cambridge City, Indiana, owned and drove the first car in Indiana. He had a Mitchell. The year was 1911. Mr. Binkeley owned and drove the first car in the city of Indianapolis. He had an open car — an Allen.

The distinction of being the first in Ohio goes, unchallenged, to Dr. Harley D. Drake, of Piqua. He owned a 1909 two cylinder, 20 horsepower International-Harvester. It was a two-seater with no top. It was used to haul milk to the creamery. On Sundays Dr. Drake would put the rear seat back and drive the family to church or go for a ride. The car cost about \$600.00. It had



CASPER B. JACOBSON



Dr. Harley D. Drake's 1909 International Harvester, a gasoline auto delivery wagon, registered August 13, 1909. At the wheel is a daughter, Elizabeth. Mrs. Drake is in the rear seat with a niece.

buggy-type wheels and hard rubber tires. Its speed limit was about 15 to 18 miles per hour. Gasoline cost 11 cents a gallon (no tax) (6). The car had a front buckboard, complete with a whip socket.

Mr. David Friedman (deceased) of Cleveland is known to be the No. 2 deaf driver in Ohio. He drove a 1908 Orient Buck-board with an air-cooled engine.

Motor Vehicle Laws came right on the

heels of the first car to take to the road. The first of these laws was aimed at making driving safer. As it may be first assumed, it was unthinkable for a deaf person to drive a car for the simple reason that he could not hear. This became evident in 1923 when the Commissioner of Motor Vehicles of an eastern state said that he would do everything in his power to prevent the deaf (and those defective of speech) among others

from driving in his state. He also stated that deaf drivers from other states would be required to provide hearing drivers for their cars while in his state (7). That ruling has since given way to a Deaf Board which passes on the fitness of a deaf person applying for a license to drive (8).

In 1941 the Legislative Committee of the Ohio Deaf Motorists' Association played an active part in making certain that the deaf driver is given some recognition in the Drivers' License Law which was under consideration at that time. In its original form the words, "physical fitness to drive" was construed to include the deaf driver. After some deliberations the words were omitted and a two-mirror clause inserted. When licenses are issued to those who are deaf or have impaired hearing their car must have two mirrors, one inside and one outside (9).

Maryland and Ohio are the only states that have a provision in the State Motor Vehicle Law for deaf drivers. A survey made of Motor Vehicle Laws of 33 states in 1952-53 showed that restrictions when issuing licenses to deaf drivers is determined by the Commissioner or some other authority (10). It is presumed that authorities in other states have patterned the idea of a two-mirror requirement on the Maryland and Ohio laws.

To the question, Is good hearing a

Driver Education Programs in Schools for the Deaf

School	Text Used	Yr. Driver Course was First Given	Hrs. Behind Wheel Instruction Required	Hrs. Classroom Instructions Required	No. Students Given Instructions To Date	No. Students Successfully Completing Course	No. Students Enrolled this Year
				Boys	Boys Girls	Boys Girls	Boys Girls
1. Arizona	(a)	'52	8 or more	20 or more	8 3	8 3	6 2
2. Clarke(*)	(b)	'54	5	20			7 5
3. Iowa	(a)	'51	At least one semester		9 9	9 9	8 10
4. Kansas	(a)	'48	8	20	65 40	65 40	8 6
5. Louisiana	(b)	'50	Note (k)	37	32 26	32 26	8 2
6. Maryland(**)					12 0	12 0	2 0
7. Michigan	(a)	'52	8(d)	13 H. 20 M.	33 20	31 19	8 4
8. Minnesota	(c)	'53	20	24	6 8	5 3	4 5
9. Cent. N.Y.	(a)	'48	Varies as needed (e)		36 20	30 14	3 5
10. N. Carolina	(a)	'52	45	60	9 9	7 6	18 6
11. Ohio	(a)	'49	8 (f)	32	89 39	81 34	16 9
12. Oklahoma	(a)	'49	Not stated	20	68 52	58(m) 42	12 14
13. Oregon	(a)	'47	32	36	35 36	30 30(g)	4 6
14. New Mexico	(a)	'53	8	40	6 9
15. N. Dakota	(a)	'48	8	38	28 29	26(h) 28	(i)
16. Texas	(b)	'51	8	10	25 38	24 37	11 15
17. Washington	(b)	'53	Not stated	100	9 8	1 0	9 8
18. West Va.	(j)	'50	50	75	25 18	20 17	10 8
19. Wisconsin	(a)	'35(k)	10	18	65(1) 30(1)	65 30	4 0

(a) Sportsmanlike Driving

(b) Man and the Motor Car

(c) State Drivers' Manual

(d) 16 hours additional required for observation

(e) Course is for 2 hours per day for full semester (1/2 yr.)

(f) 24 hours In-the-Car-Training also given

(g) Six girls have not completed course. They are in this year's class.

(h) Two left school before completing course

(i) Course is given every other year. None this year.

(j) The Fundamental Prin. of Driving — Tysor

(k) Course reorganized in 1954. After classroom work has been completed each student is given as much "behind the wheel" instruction as time will permit.

(l) Figure is approximate

(*) Course sponsored by Parents Association of the school

(**) A full course is expected to be given pending approval of school authorities

(m) Had no car the first year; only a few got their licenses

91% of the boys successfully completed the course

87% of the girls were successful

prerequisite to safe driving? We are in a position to quote excerpts from many sources that it is not. One of the feature articles in the Redbook magazine (11) is a careful summary heightened by a great deal of statistical substantiation. The author, Mr. Joseph F. Dineen, made the following reference to the ability of the deaf as auto drivers:

In three years, a group of psychologists examined more than a quarter of a million drivers on roadways, in "Crash Chambers" and at laboratory steering wheels with instruments. They found out the trouble with some drivers. They considered that 1,400,000 of the country's twenty-eight million drivers are dangerous and that half of the 1,400,000 probably will continue to create hazards on the roads; but that the other half could be cured of their dangerous habits by medical or psychiatric treatment—or by plain instruction, if they could be reached. They found out some queer things about drivers while they were about it: That the deaf driver, for instance, is likely to be the safest and most careful—(12).

Before a man gets a permit to drive a Replacement Center vehicle, he passes a test which makes the average State drivers' permit look like kindergarten stuff. He is tested on equipment designed and built from scrap metal, for color-blindness, visual acuity, depth perception, speed of reflex, sensitivity to light, nervousness and angle of vision. If he passes that test and can give a convincing demonstration of his driving ability, he is issued a permit.

It is to be noted that in the requirements listed for this exacting type of driving no reference is made to the special requirement of hearing. This gives forceful point to the contention of the

deaf that the sense of hearing is not essential for ability to operate a motor vehicle successfully (13).

Unfavorable public opinion and the problem of securing favorable recognition by automobile insurance companies are two obstacles faced by the deaf driver today.

There isn't much that we can do to alter public opinion. Newspaper reports of deaf drivers having accidents is a rarity. Because of this the larger proportion of the population do not really know that the deaf drive cars. But when they do hear of it their reasons become one-sided and without foundation. Prejudiced discrimination is the result of those individuals who have not the ability to exercise an open mind on the driving problems of the deaf. Mr. John L. Young, in an article in the March, 1940 issue of the Ohio Motorists, states that the deaf have nothing to fear from intelligent thinking people.

Many of the deaf can and do obtain insurance for their cars. There is a question, however, on whether or not the home office of the issuing companies knows that the named insured is deaf or that he has impaired hearing. This is a point that should be made clear. A few companies prefer to issue coverage on a limited scale to selected individuals. Most others will reject coverage for those with defective hearing. Their reasons for not wishing to give the deaf driver a break can be traced to the age-old "poor risk in court" argument.

Our State Schools for the Deaf are contributing an important forward step by establishing Driver Education Courses.

The Ohio State School for the Deaf driver-training class participated in three "Roadeos." In the first roadeo

they did not do too well, but they were not the last in the group either. In the second and third roadeos they placed third in a group of eleven schools. Not only this but in the second contest Harold Davis won second place in individual honors in the men's group while Rosemary Collapelle won third individual honors in the women's division.

Early this spring we made a survey to learn how many of our schools have instituted such a course; how many students have received such instructions; how many were successful and a number of other questions that appear below:

Number of questionnaires sent out.....	53
Number of questionnaires returned.....	40
No. schools having Driver-Ed. Courses.....	19
No. Schools proposing Driver-Ed.	

Courses next year	2
No. schools proposing Driver-Ed.	
Courses in the future	5
No. schools in which special instructions are given	3

In eight of the schools those who successfully complete the course automatically qualify for a State driver's license. In others, the issuance of drivers' licenses are conducted by state authorities with excellent results.

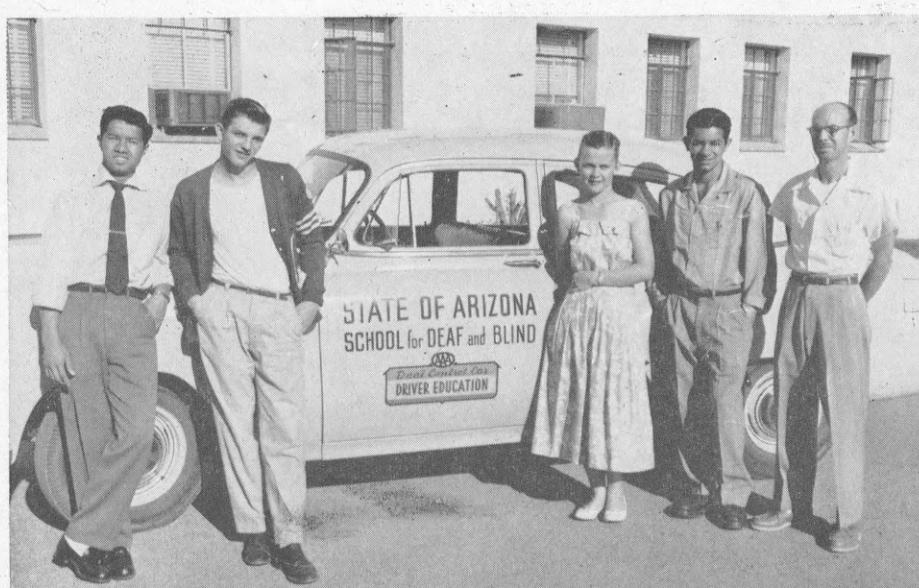
Students who did not pass included those who dropped out of school before the course was completed. Those who did not take the examination last year are enrolled in this year's class. Other failures were due to poor eyesight and poor coordination.

The driver education course in our Schools for the Deaf is an important one in view of the weight given such classes in the public schools. All driver training students successfully completing the course in Ohio will have their licenses stamped with the notation "Department of Education Driver Training Completed."

The stepped-up tempo of highway traffic needs special treatment and in order to keep up with it, our Schools for the Deaf, in instituting a driver training program, are keeping well abreast of the times.

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